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ABSTRACT

The Project on the Status and Education of Women (PSEW) of the Association of American Colleges describes ways in which women faculty, administrators, and graduate students in higher education are often treated differently from men. Under a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), PSEW investigated negative behaviors and attitudes toward women professionals and pre-professionals on campus in order to assist institutions create and adapt policies and programs to counteract these problems and provide strategies for change. The FIPSE-supported report, "The Campus Climate Revisted: Chilly For Women Faculty, Administrators, and Graduate Students, "addresses such issues as stereotypes, collegiality, attractiveness, sexuality, sexual harassment, and devaluation. Approximately 100 recommendations are provided. As a result of this PSEW project, the existence of subtle discriminatory attitudes and behaviors affecting the hiring and advancement of women professionals in higher education is confirmed (but noted to be mostly unintentional and unnoticed by the majority of men and women involved). Ten appendices offer the following: a copy of "The Campus Climate Revisited: Chilly for Women Faculty, Administrators and Graduate Students"; budget; "On Campus With Women"; advisory committee meeting agenda and list of participants; workshop agenda; cover letter and press release; promotional materials; extension of project request; sample letters and evaluation questionnaire responses; and selected press articles. (SM)

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The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students. [Final Report.]

Grantee Organization:

Association of American Colleges
1818 R Street, NW
Washington, DC 20009

Grant No.

G008541044

Project Dates:

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Project Director:

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Fund Program Officer:

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Grant Award:

Year 1	$63,169
Total	$63,169

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PROJECT SUMMARY

The Project on the Status and Education of Women of the Association of American Colleges, under a grant from the Fund for the Improvement of Postsecondary Education, has researched, written, and distributed a report entitled, The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students. The report describes ways in which women faculty, administrators, and graduate students in higher education are often treated differently from men--ways that convey a subtle (and sometimes not so subtle) message that women professionals are not as capable as their male peers. The report examines issues such as stereotypes, collegiality, attractiveness and sexuality, sexual harassment, and devaluation. Special sections address the concerns of minority women. About 100 recommendations are offered to help institutions, as well as a model workshop, an institutional self-evaluation checklist, and a list of resources.

Project on the Status and Education of Women
Association of American Colleges
1818 R St., NW
Washington, DC 20009
202/387-1300
Product Title: The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students

EXECUTIVE SUMMARY

Project Title: The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students

Grantee Organization: Association of American Colleges
Project on the Status and Education of Women
1818 R St., NW
Washington, DC 20009

Project Director: Bernice R. Sandler 202/387-1300

Project Overview

Earlier research projects completed by the Project on the Status and Education of Women (PSEW) on the climate for women students in higher education have sparked intense interest in subtle discriminatory attitudes and behaviors aimed at women on campus. PSEW recognized that a companion report outlining the issues surrounding the discrimination that affects professional women and offering practical, adaptable recommendations for change would be of great benefit to higher education institutions.

The research and development of the 28-page report, The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students, included reviewing the literature as well as PSEW's extensive files, following up contacts from past research, telephone and personal interviews, and consultation with an advisory committee of six experts in the field. The Office for Women in Higher Education at the American Council on Education (ACE) contributed research on women administrators and developed a model workshop to help campuses publicize and deal with professional climate issues.

The report was distributed to PSEW's and AAC's mailing lists, to presidents of postsecondary institutions, to graduate and professional school deans, to organizations for women graduate and professional students, and to disciplinary organizations. Publicity activities included the development of promotional flyers, advertisements in selected publications, and a news release sent to PSEW's media list of over 600 journalists and publications. These activities ensure the distribution and use of the report long after the end of the FIPSE grant period.

Response to the report has ben extremely positive. Its release has generated conferences, workshops, and seminars, many of which the report's co-authors have been invited to attend. Key personnel on campuses have shown encouraging receptiveness to the issues of inequitable climate for professional women. PSEW believes that this report has helped many institutions examine the climate on their campus and devise appropriate strategies for action, and that it will continue to be an effective tool for highlighting and dealing with these problems.

Purpose

While many overt barriers to women's employment and participation in academe have fallen, a host of subtle barriers remain. Women faculty, administrators, and graduate students are often unwittingly treated differently from men in ways that limit women's productivity and advancement. These problems are exacerbated by women's ostensibly equal status with their male colleagues and by the relatively small number of women in many fields and institutions, especially in the higher ranks. Women in the professional and pre-professional context are frequently perceived as "outsiders" whose advancement beyond a certain point may even be seen as threatening. For example, colleagues may have limiting preconceptions about what is appropriate behavior for women. A woman professor or graduate student who actively defends her research may be viewed as "aggresssive" or "abrasive"; a man acting in the identical manner may be viewed as "strong" or "forceful." Some persons on campus may find it difficult to see women administrators as leaders, and attempt to circumvent their authority or disparage their efforts. The climate for women graduate students may be especially problematic because it is a time of transition for them between "student" and "professional" when close, informal work with faculty and peers, access to scarce resources (such as fellowships), and socialization into a chosen field are crucial. Women from minority groups and women in traditionally male fields often face even greater problems.

Often, differential or negative views of women may be expressed so subtly that no one is fully aware of what has occurred. Yet these behaviors not only limit women's advancement, but also leave women professionally and socially isolated, with diminished opportunities to make professional contruibutions, and a lowered sense of self-confidence.

The purpose of PSEW's project was to investigate these negative behaviors and attitudes towards women professionals and pre-professionals on campus and to help institutions create and adapt policies and programs to counteract these problems and provide strategies for change. By developing and disseminating this report, it was our intention to take advantage of already existing interest and support, to sharpen individual awareness, and to bring about institutional change.

Background and Origins

PSEW, in existence since 1971, is a project of the Association of American Colleges, the Washington DC-based national education association which promotes liberal education. Funding for PSEW activities has come from foundations such as the Carnegie Corporation of New York and the Ford Foundation, and from federal grants for specific projects. Staff currently consists of four full-time employees and one part-time person.

This grant project was submitted to FIPSE because of its demonstrated interest in issues surrounding discrimination against women on campus. In 1982 FIPSE funded our initial report on these issues, The Classroom Climate: A Chilly One For Women? The FIPSE award for the just-completed project was $63,169. Additional financial support for this project was obtained from TIAA-CREF in the amount of $15,000.

PSEW's background and success in dealing with issues affecting women's educational equity gives us a number of advantages when working on a reseaarch project of this kind. Our past research on other aspects of climate issues was an invaluable starting point. Through our work over the years in researching, writing, and disseminating materials, staff have developed an active information network among key faculty, administrators, and others in higher education. These people give us authoritative information on trends and issues on campus and are in positions to establish policies and programs in response to the institutional recommendations we develop. In addition, PSEW has developed an effective dissemination network which enables us to ensure distribution to target groups.

A significant factor leading to the success of this project was the involvement of the Office of Women in Higher Education at the American Council on Education.

Working with Donna Shavlik and Judith G. Touchton of their staff gave us the benefit of their expertise on climate issues as well as access to a greater network of women administrators. Shavlik and Touchton were also instrumental in developing the model workshop design and coordinating and running the resulting one-day pilot workshop.

Project Description

The following steps were taken in order to develop the report, to formulate specific recommendations, and to publish and disseminate the report:

- Thorough literature search;
- Publication of a "Call for Information" in PSEW's quarterly newsletter;
- Collaboration with the Office of Women in Higher Education, ACE;
- Personal and telephone interviews;
- Advisory committee meeting and consultations;
- Pilot workshop with local educators and education associations;
- Outside review of the draft of the report;
- Production and distribution;
- Publicity

Unforseen extensive alterations to the draft proved necessary; therefore in May 1986, PSEW applied for and received a three-month, no-cost extension to the grant.

Project Results

Because dissemination of the report has been so widespread, many on campuses are familiar with the report, its findings, and many of the implications for their own policies and programs. Institutional response has been positive: many campuses have held and/or are planning workshops, seminars, and discussions based on the report.

Press attention to the issues has also been substantial and has generated much interest among the general public as well as within higher education. Newsletters and newspapers that have cited the report include The Chronicle of Higher Education, Los Angeles Times, and Equal Opportunity in Higher Education.

A follow-up evaluation of the report and its impact was conducted several weeks after publication. Returned field test questionnaires asking about the report's comprehensiveness, accuracy, and usefulness showed very favorable responses.

In addition to the initial dissemination of the paper, over 4,500 have been sold since November 1986. A further 3,000 copies of the report have been reprinted at PSEW expense. Proceeds from the sale of these papers ensure that money will be available to cover future reprint and dissemination costs. Campus Climate Revisited is available for $5.00 per copy from PSEW, 1818 R St., NW, Washington, DC 20009.

Summary and Conclusions

Our research confirmed the existence of subtle discriminatory attitudes and behaviors which affect the hiring and advancement of women professionals in higher education. It also showed that this subtle discrimination is for the most part unintentional and goes unnoticed by the majority of men and women involved. While the scope of the problem proved to be much greater than was obvious at the outset, involvement with this project showed that many people on campus are concerned about the dynamics of climate issues and are reponsive to strategies for change. The Campus Climate Revisited has not only raised awareness of professional climate issues on campus, but has also renewed concern for differential treatment of women at all levels of higher education. Further research should be a top priority.

FINAL REPORT

Project Overview

The project to examine the professional and preprofessional environment for women faculty, administrators, and graduate students on campus arose out of previous research that the Project on the Status and Education of Women (PSEW) had done on the climate for women students in higher education. These earlier reports: The Classroom Climate: A Chilly One For Women? (1982), and Out of the Classroom: A Chilly Campus Climate for Women? (1984) focused on the ways in which men and women students are treated differently by faculty, administrators, advisors, and others, both in the classroom and in outside learning experiences. Although these negative behaviors and attitudes toward women are more frequently inadvertent and subtle, they send a clear message to male and female student alike that women are not to be taken as seriously, nor are they expected to achieve as much as their male peers. Each report included over 100 recommendations aimed at key campus personnel to help raise awareness and implement change.

These reports generated much attention on campuses around the country. Institutions used the reports in workshops, seminars, faculty development programs, student orientation sessions and so on. Many schools developed their own surveys and analyzed the climate situation on their campuses. PSEW received several thousand requests for copies of the papers and for more information and help on dealing with subtle discrimination against women on campus. Many of these requests focused not only on women as students but also raised the issue of the professional climate for women as faculty, administrators, and graduate students. The intense interest and concern for professional climate issues evident on campuses persuaded PSEW that a research report outlining the problems that face women professionals in academe and offering practical, adaptable recommendations for change would be of great benefit to the academic community.

The research and development of the report included reviewing the scholarly literature as well as PSEW's extensive files on these and related issues, following up contacts from past research, telephone and personal interviews, and consultation with an advisory committee of six experts in the field. In addition, the research conducted on women administrators and the development of a model workshop plan (based on a one-day pilot workshop) was coordinated closely with staff from the American Council on Education's (ACE) Office of Women in Higher Education.

The resulting product is a 28-page research report, The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students, which PSEW distributed widely. Among those receiving the paper initially were PSEW's own mailing list of 3,000 key individuals and institutions including campus personnel, foundations, and the media; the presidents of all higher education institutions; all graduate and professional school deans; organizations for women graduate and professional students; and disciplinary organizations. In addition, copies of the report were made available to the Office of Women in Higher Education for distribution to appropriate committees and individuals at ACE. Additional copies of the report were printed and are selling briskly for a nominal charge from PSEW.

Publicity activities included the development of promotional flyers, advertisements in selected publications such as the Chronicle of Higher Education, and a news release sent to PSEW's press list of over 600 journalists and publications. These activities ensured the continued distribution and use of the report long after the end of the FIPSE grant period.

The report has been well received by those in the academic community. It has already sparked much attention to the issues and generated conferences, workshops, and seminars. The co-authors of the paper have been invited to speak and discuss the report's findings on numerous campuses. Several institutions have bought bulk copies of the paper for distribution to their faculty, administrators, and select committees. The reponse to the report has been overwhelmingly positive and indicates encouraging receptiveness on the part of institutions to the issues surrounding the inequitable climate for women faculty, administrators, and graduate students. PSEW believes that this report has "gotten the ball rolling" and is an important step toward addressing the concerns of women at all levels on campus.

Purpose

Over the last decade the number of women faculty and administrators has increased, coupled with an even more dramatic increase in the number of women graduate and professional students. However, while many overt barriers to employment and participation have fallen, a host of subtle barriers remain. Although most faculty and administrators of both sexes want to treat women colleagues and graduate students fairly, both men and women often unwittingly treat women differently from men in ways that ultimately limit women's productivity and advancement. This, in turn, indirectly hampers the educational opportunities of women students by depriving them of role models on campus, and shortchanges all students by not adequately preparing them for a changed professional world in which women are often colleagues. Unlike legal barriers, these are barriers that laws alone cannot remedy; they are part of our usual ways of relating to one another as men and women, and are so "normal" that we may not think about their implications or effects.

Just as many on campus were unaware of the impact of subtle discrimination on women undergraduates until publication of our earlier reports, many remain unaware about the climate problems faced by women faculty, administrators, and graduate students. These problems are exacerbated by women's ostensibly equal status with their male colleagues and by the relatively small number of women in many fields and institutions, especially in the higher ranks. Until PSEW's recently-completed report, little attention had been focused on subtle discrimination affecting women professionals and pre-professionals in academe.

Some "chilling" behaviors are similar to those identified in PSEW's earlier reports as demoralizing for women undergraduates, such as responding more extensively to men's comments than women's, interrupting women more, making less eye contact with women, or providing women with less informal feedback on their work. Other subtle and often unconscious behaviors include those which overlook, ignore, or discount women as well as behaviors which single out women because of their sex. However, these behaviors often take different forms in the professional and pre-professional context where women are frequently perceived as "outsiders" whose advancement beyond a certain point may even be seen as threatening. For example, colleagues may have limiting preconceptions about what is expected and what is appropriate behavior for women. A woman professor or graduate student who actively defends her research may be viewed as "aggressive" or "abrasive"; a man acting in the identical manner may be viewed as "strong" or "forceful." Some persons on campus may find it difficult to see women administrators as leaders, and attempt to circumvent their authority or disparage their efforts.

In addition to individual behaviors, common institutional or departmental patterns and practices such as the following may also inadvertently result in differential treatment:

- providing women with fewer institutional resources (such as support staff or lab facilities) and less released time than men;
- not considering women when making nominations for awards amd grants, or

planning opportunities for professional development;

- appointing women primarily to less powerful institutional committees which have little institution-wide or fiscal responsibility;
- rarely including women in informal interchanges, thus making it difficult for women to keep informed about institutional, departmental, and professional matters and to share a sense of collegiality;
- passing over ideas or suggestions advanced by women in meetings, only to adopt them subsequently and credit them to another participant, usually a male;
- making disparaging comments about women in general, and particularly women in the professions.

The climate problems faced by women graduate and professional students are particularly problematic because they occur at a time of transition between "student" and "professional" when close, informal work with advisors and peers, access to scarce resources (such as fellowships and special project funds), and socialization into a chosen field are crucial. The problems of these women differ from those of undergraduates because women at the graduate and professional level are potential colleagues and potential competitors. Thus, in addition to the problems they face as students, they must also deal with issues similar to those faced by professional women. Women from minority groups and women in traditionally male fields often face even greater problems. Furthermore, because graduate and professional students frequently work closely with a small number of senior faculty and fellow students, women can be especially discouraged or confused by the attitudes of a very few professors, advisors, and classmates who may indirectly set the tone for peer as well as student-teacher interchanges.

While in and of themselves the individual behaviors and attitudes that create a "chilly" professional environment for women in academe may seem unimportant, taken collectively they can be severely demoralizing. Often, differential or negative views of women may be expressed so subtly that no one is fully aware of what has occurred. Yet these behaviors not only limit women's advancement, but also leave women professionally and socially isolated, with diminished opportunities to make professional contributions, and a lowered sense of self-confidence. Unless these subtle barriers to women's presence within the academy can be overcome, women will not achieve truly equal opportunity on campus.

The purpose of PSEW's project was to investigate these negative behaviors and attitudes toward women professionals and pre-professionals on campus and to help institutions create and adapt policies and programs to counteract these problems and provide strategies for change. As research continued for the project it became apparent that the issues were wide-ranging and complicated. However, it was also apparent that many people on campuses were receptive to efforts to try and bring about change. By developing and disseminating this report, it was our intention to take advantage of this interest and commitment, to sharpen individual awareness, and to bring about institutional change.

Background and Origins

PSEW is a project of the Association of American Colleges, the Washington DC-based national education association which promotes liberal learning. PSEW has been in existence since 1971, making it the oldest national project working for equity for all women on campus. General funding has come primarily from foundations such as the Carnegie Corporation of New York and the Ford Foundation, and in recent years, much of our funding for specific activities has come from federal programs. PSEW's staff, which has varied in number over the years from two persons to 13, now consists of four full-time employees and one part-time person.

This grant project was submitted to FIPSE because of its demonstrated interest in issues surrounding discrimination against women on campus. In 1982 FIPSE funded our initial report on these issues, The Classroom Climate: A Chilly One For Women? which was very successful in highlighting the problems and publicizing various ways campus personnel could handle subtle discriminatory behavior and attitudes aimed at women students. PSEW believed that FIPSE might well be interested in sponsoring a follow-up project on subtle discrimination facing professional and pre-professional women on campus.

Additional financial support for this project was obtained from TIAA-CREF. As negotiations for the FIPSE award progressed, PSEW learned that TIAA-CREF would be able to contribute $15,000 toward the project. This enabled PSEW to request less money from FIPSE for the project. Thus TIAA-CREF money was earmarked in the budget for the part of the director's salary not covered by the FIPSE award, and for most of the consultant fee paid to the American Council on Education for the assistance of their Office of Women in Higher Education.

PSEW's background is firmly rooted in issues affecting women's educational equity. In particular, we see our role as helping to bridge the information gap between women on campus and institutional policy-makers. Many institutions, despite growing concern for the needs of women, lack specific information about the educational opportunities and professional experiences of women. This lack of information is often a major barrier to the development of appropriate policies and programs. Women's interests, including those of minority and disabled women, need to be articulated and integrated into institutional and governmental policies and practices. PSEW's goal is to research, write, and disseminate materials which highlight the concerns and problems facing women today and to gather recommendations and model programs to help institutions create effective strategies for change on their campuses.

Because of PSEW's long history of success in reaching our goals, staff have established an active information network among key faculty, administrators, and others involved in higher education around the country. These people give us authoritative information on trends and issues on campus and are in positions to establish policies and programs in response to the institutional recommendations we develop. In addition, PSEW has developed an extensive dissemination network over the years which enables us to ensure distribution to particular target groups.

PSEW's groundbreaking work on climate issues for women students on campus made the project on women faculty, administrators, and graduate students a natural progression. Research conducted for previous reports was an invaluable starting point for this project. Many of those persons working on these issues on their own campuses were known to us through their response to the earlier papers.

A significant factor leading to the success of this project was the involvement of the Office of Women in Higher Education at ACE. Working closely with Donna Shavlik, the director of that office, and Judith G. Touchton, the deputy director, gave us the benefit of their expertise on climate issues as well as access to a greater network of women administrators on campus through their very successful National Identification Program. Shavlik and Touchton were also instrumental in developing the model workshop design and coordinating and running the one-day pilot workshop held in Washington DC with local educators as participants.

In short, because PSEW is already visible within higher education and is highly respected both for its own work and as a project of AAC, we were in a good position to successfully complete the terms of the FIPSE grant.

Project Description

The following steps were taken in order to develop the report, to formulate specific recommendations, and to publish and disseminate the report:

- Thorough literature search. Much of the relevant material was already available in PSEW's files, especially those compiled for our earlier projects on the climate for women undergraduates in the classroom and in outside learning experiences. PSEW's comprehensive files on women in postsecondary education are the largest in the country. We subscribe to over 150 newsletters, journals, and magazines, and regularly receive materials from campus programs, education and professional associations, institutions, the federal government, researchers, and others.

- Publication of a "Call for Information" in the Fall 1985 issue of PSEW's newsletter, On Campus With Women about the climate for women faculty, administrators, and graduate and professional students, and about institutional programs and other strategies to address these issues (see Appendix C). For this project, as with past reports, PSEW received much up-to-date information from campuses around the country and which is not readily available elsewhere.

- Collaboration with the Office of Women in Higher Education, ACE. Regular meetings were set up between PSEW staff and Office of Women staff to coordinate efforts and plan activities as well as to review progress.

- Personal and telephone interviews were held with persons who are experts about the climate for women faculty and administrators as well as the education of women students in graduate and professional schools across a variety of fields and types of institutions as well as experts in faculty and student development. Interview questions were designed to elicit information such as the following:

  - identification of major climate problems faced by women faculty and administrators as well as graduate and professional students;
  - identification of problems in specific fields and types of institutions;

- identification of institutional and other programs, as well as informal strategies to overcome these problems;
- recommendations for new strategies and programs;
- identification of other resource persons, studies, reports and materials.

- Advisory Committee Meeting. A panel of six experts was chosen to provide PSEW staff with advice and information: Kate Loring, Women's Studies Coordinator, Great Lakes Colleges Association; Mary Rowe, Special Assistant to the President, Massachussetts Institute of Technology; Barrie Thorne, Professor of Sociology, Michigan State University; Janice Petrovich, Director of Research, Aspira of America; Kathryn Moore, Professor of Higher Education, Pennsylvania State University; and Johnnetta Cole, President, Spelman College. The committee met on March 3, 1986 to review the first draft of the paper and to voice concerns and suggestions. Several PSEW and AAC staff members, as well as staff from the Office of Women in Higher Education and others, met with the committee. For a copy of the meeting agenda and a list of participants, see Appendix D.

- Pilot Workshop. A one-day "Workshop on Improving the Professional Climate for Women Faculty, Administrators, and Graduate Students" was held April 28, 1986 at the American Council on Education. The workshop was designed by Donna Shavlik and Judith G. Touchton of the Office of Women in Higher Education to help campuses effectively use the concepts in the report. The purposes of the workshop were to develop a program for campuses and educational groups that can be used in conjunction with the report, to discuss the issues contained therein, and to devise ways of improving the campus climate for professional women. Representatives from various colleges and universities in the Washington DC area and from education associations were invited to be a part of the workshop and to help evaluate it. The resulting workshop plan incorporated changes and recommendations from the participants, and is included as part of the Campus Climate Revisited report. A workshop agenda and other materials developed for the meeting are attached in Appendix E.

- Review of the draft. The draft report, including revisions suggested by the advisory committee and pilot workshop participants, was then sent to fifteen independent experts from around the country. These individuals were representative of graduate and professional students, faculty, administrators, and researchers in climate issues. Their reponses to the report were analyzed and incorporated into the final version.

- Production and distribution. The completed draft was then typeset and laid out into an 8 1/2" x 11" booklet format. Fourteen thousand copies of the report were printed, as were 7,500 copies of a cover letter from the president of AAC, John W. Chandler, to accompany the paper in mailings to selected groups. In addition, 750 copies of a two-page press release were printed to accompany the paper in a mailing to PSEW's national media list.

Several groups were targeted as appropriate and responsive audiences for the report and its recommendations. In addition to mailing the report to its own subscriber and media lists and AAC's membership list, PSEW obtained the mailing lists of and sent the report to the following groups:

- presidents of all postsecondary colleges and universities;
- members of the American Council on Education's National Identification Program;
- members of the Council of Graduate Schools;
- women's committees and caucuses of professional and disciplinary organizations; and
- chairs of faculty senates at all U.S. colleges and universities.

By mailing to these groups initially, PSEW was certain that the report would receive the maximum attention from those on campus and in education associations most likely to be concerned about professional climate issues and to be in positions to effect change. A copy of Campus Climate Revisited is attached as Appendix A. A copy of the cover letter and the press release are attached in Appendix F.

- Publicity. The following activities were not paid for by FIPSE grant money but were deemed important to the success of the project and were financed by PSEW's general operating funds. In addition to sending the report and press release to our media list, PSEW also designed and produced a descriptive, one-page flyer about the report for use at conference, workshops, etc., and to send to people requesting more information about the report. A special promotional flyer was also developed for use in targeted mailings to groups PSEW identified to be especially interested in professional climate issues. Over 15,000 copies of this flyer were printed and mailed to the following groups:

  - Women's Studies Quarterly mailing list;
  - National Association of Women Deans, Administrators, and Counselors membership list;
  - deans of the faculty at all postsecondary institutions; and
  - women members of the American Association of University Professors.

To coincide with the mailings of the promotional flyer, PSEW placed two ads in the Chronicle of Higher Education on November 12 and November 19, 1986. The ad briefly described the scope of the report and gave ordering information. Copies of the flyers and the Chronicle ad is included in Appendix G.

The budget for this project was $63,169 provided by the FIPSE grant, and augmented by $15,000 from TIAA-CREF. The cost breakdowns for the above activities are included in the financial report attached in Appendix B.

The original timetable for the project called for a completion date of September 30, 1986. As PSEW staff consulted with the advisory committee and other outside reviewers, it became obvious that more extensive revisions and additions were necessary than had been anticipated. Thus in May 1986 PSEW applied to FIPSE for a no-cost extension of the project until December 31, 1986 to allow adequate time for editing changes and production work. The budget allocations stayed essentially the same; the only change being a transfer of $971.00 from travel to staff salaries. In July 1986 the extension was approved by FIPSE. The letters requesting and granting a no-cost extension are attached in Appendix H.

Project Results

The dissemination of the report (as described in detail above) was, and continues to be, widespread. As a result people on college and university campuses across the country are familiar with the report, its findings, and some of the implications for their own policies and programs. In addition to the initial dissemination of the paper, over 4,500 have been sold since November 1986. Several institutions such as the University of New Hampshire, Durham; St. Lawrence University (NY); Trinity College (VT), Univerity of Northern Colorado, Greeley; and University of California, Santa Cruz, have ordered copies in bulk for distribution to faculty, administrators, and special committees.

Response to the report from the academic community has been overwhelmingly positive. PSEW has received numerous calls and letters informing us of planned workshops, seminars, and follow-up discussions sparked by the report. The director of the project, Bernice R. Sandler, has been invited to speak or participate in many of these sessions at institutions such as SUNY-Pottsdam, Augustana College (ND), University of Richmond (VA), and University of Arizona. Some typical letters concerning the report and its impact on campuses are attached in Appendix I.

Press attention to the issues has also been substantial and has generated much interest among the general public as well as within higher education. Among the newspapers, newsletters, etc. that have cited the report are The Chronicle of Higher Education, Los Angeles Times, Higher Education and National Affairs, Equal Opportunity in Higher Education, and College Press Service. Copies of several press citations are attached in Appendix J.

In addition to the review of the report throughout its development by members of the advisory committee and an independent review of the final draft by fifteen experts, the paper also underwent a follow-up evaluation several weeks after its publication. A copy of the paper along with a two-page field test questionnaire asking about its comprehensiveness, accuracy, and usefulness was sent to 25 persons knowledgeable about the problems women face on campus. We received eight responses from the survey -- all of them very positive about the report's impact and the kinds of activities the respondent's saw taking place on their campuses in reponse to the report's recommendations. Copies of the survey responses are attached in Appendix I.

Another 3,000 copies of the report have been reprinted at PSEW expense and are being sold at a nominal charge. Proceeds from the sale of the papers ensure that money will be available to cover future reprint and dissemination costs. Flyers and other publicity materials continue to be distributed at conferences and to individuals creating further interest and sales.

Summary and Conclusions

The research conducted by PSEW for this grant project confirmed the existence of subtle discriminatory attitudes and behaviors which affect the hiring and advancement of women professionals in higher education. It also reinforced our hypothesis that this subtle discrimination is for the most part unintentional and goes unnoticed by the majority of men and women involved. Investigating these issues on campus made us aware of the pervasiveness of negative attitudes and behaviors towards women. Indeed, the scope of the problem proved to be much greater than we had anticipated at the outset of the project.

At the same time our research on the professional climate for women faculty, administrators, and graduate students showed that there are many people at all levels in higher education who are concerned about the dynamics of climate issues and who are responsive to strategies for action and change on campus. Many of those who were contacted were excited about PSEW's project and looked forward to the report's concise explanation of the issues and the policy and program recommendations.

The publication and distribution of Campus Climate Revisited: Chilly For Women Faculty, Administrators, and Graduate Students has created not only an interest in climate issues for professional women, but has renewed concern for differential treatment of women students in the classroom and in outside learning situations, and has even sparked interest and discussion about related issues which have not yet been thoroughly examined in the literature such as the differential treatment of women faaculty and administrators by male and female students, and the problem of student peer harassment on campus. It is clear that climate issues have significant impact on the learning and professional environment for women and men. Further research in these areas should be a top priority in the higher education community.

LIST OF APPENDICES

Appendix A	*The Campus Climate Revisited: Chilly for Women Faculty, Administrators and Graduate Students*
Appendix B	Budget
Appendix C	*On Campus With Women* "Call for Information"
Appendix D	Advisory Committee Meeting Agenda and List of Participants
Appendix E	Workshop Agenda
Appendix F	Cover Letter and Press Release
Appendix G	Promotional Materials
Appendix H	Extension of Project Request
Appendix I	Sample Letters and Evaluation Questionnaire Responses
Appendix J	Selected Press Articles

APPENDIX A

The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students

Table of Contents

Introduction 1
The Chilly Climate for Women on Campus 2
The Problem of Numbers 3
The Confusion of Social and Professional Roles: "That's No Lady, That's My Dean" 4
Devaluation: Woman's Worth In a Man's World .. 6
Collegiality: Can a Woman Be "One of the Boys"? 7
Attractiveness and Sexuality 9
Sexual Harassment 9
Humor: Why Can't a Woman Take a Joke Like a Man? 10
Other Forms of Chilly Behaviors and Practices .. 10
Men's and Women's Communication Styles: Another Double-Bind 11
Minority Women on Campus—"An Endangered Species" 12
Women in Administration: Colder at the Top ... 13
Women Faculty 15
Graduate and Professional Students 16
Women in Traditionally Male Fields 16
Conclusion 17
Recommendations 17
Planning a Campus Program or Workshop on the Professional Climate for Women 21
Brief Institutional Self-Evaluation Checklist 23
Selected List of Resources 24

Introduction

This report explores the chilly professional climate often experienced by women as faculty and administrators, and as graduate and professional students. It focuses on subtle ways in which women are treated differently—ways that communicate to women that they are not quite first-class citizens in the academic community. Building on the Project's earlier reports on climate issues for students, this report is based on an examination of the literature, numerous campus commission reports, and a large number of anecdotes reported to staff during campus visits and in response to a call for information in our newsletter. The report discusses common behaviors that create a chilly professional climate and includes numerous specific recommendations for change, an institutional self-evaluation checklist, suggestions for a campus workshop, and a list of resources.

Many people—men and women alike—believe that campus discrimination against women has ended. They see the abolition of most overtly discriminatory policies, as well as an increasing number of women in graduate school and as faculty—albeit at the lower levels. They see women treated pleasantly by men, and perhaps they see one or two highly-placed women administrators. Thus, it is easy for many to assume that discriminatory treatment is no longer a significant problem for women in higher education.

Certainly over the last fifteen years, the number of women students, faculty, and administrators has increased. Numerous anti-discrimination laws have been passed, and many policies and practices that once limited women's access to academe have been eliminated. Yet, despite many improvements, some

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things have not changed at all:[*]

- Women are still concentrated in a limited number of fields and at lower levels. Indeed, the pattern for women faculty and administrators has not changed for many years:[1]
    - ▶ The higher the rank, the fewer the women.
    - ▶ The more prestigious the school or department, the fewer the women.
    - ▶ At every rank, in every field, at every type of institution, women still earn less than their male counterparts.[2]
    - ▶ Women have been less likely to receive tenure than men: 47 percent of women faculty are tenured, compared to 69 percent of the men.[3]
    - ▶ The rate of increase for tenured male faculty has been greater than that of women. Between 1972 and 1981, the percentage of tenured male faculty increased by 17.7 percent; the percentage of tenured female faculty increased by 13.4 percent.
- It is uncommon for women to be department chairs, and rarer still for them to be academic deans.
- For the most part, women administrators remain concentrated in a small number of low-status areas that are traditionally viewed as women's fields (such as nursing and home economics) or in care-taking roles (such as in student affairs and affirmative action) or in other academic support roles (such as admissions officer, registrar or bookstore manager). Women who are in more central administrative areas frequently find themselves locked into "associate" or "assistant-to" positions with little chance of advancing upward.
- The hiring and promotion of women faculty and administrators has lagged far behind the enrollment of women students, who now constitute the majority of undergraduates and an increasing proportion of graduate and professional students.
- Although women earn approximately half of the degrees at the undergraduate and master's level, they earn only 32 percent of the doctorate degrees.[4]

These problems are often intensified for faculty, administrators, and graduate students who are also members of minority groups. Compared with white women on one hand, and minority men on the other, "minority women are the least well represented group among tenured academics,"[5] and are often *not* retained or tenured as faculty or administrators.[6]

Clearly, the challenge of truly integrating women into academic life has not been surmounted by the passage of laws and the ending of many overtly discriminatory policies. Numerous reasons have been used to explain this slow progress: "Institutions are facing a budget crunch; it's hard for anyone—male or female—to be hired"; or "it's going to take time for the women in the pipeline to move up." The underlying assumption is that discrimination or other differential treatment of women is no longer a problem. Yet men and women working in the same institution, teaching or studying in the same department, often have very different experiences from one another.

The Chilly Climate for Women on Campus

Although the door to academe is now open and many obvious barriers have fallen, a host of subtle personal and social barriers still remain. These are barriers that laws alone cannot remedy; often they are part and parcel of our usual ways of relating to each other as men and women, and are so "normal" that they may not even be noticed. However, they not only hamper women students' education, they also limit women faculty[7] and administrators' productivity and advancement, and prevent institutions from being the best that they can be. What follows is an attempt to identify some of the ways in which women administrators, faculty, and graduate students face a chillier professional climate than their male colleagues.

Most faculty and administrators want to treat their colleagues fairly, yet many—women as well as men—often treat women colleagues differently from men. Even those most concerned about equity may inadvertently treat women in ways that convey a powerful subtle or not so subtle message to women—and to men—that somehow women are not as serious professionally, or as capable as their male peers, nor are they expected to be forceful leaders, to achieve at the same level or to participate in formal and informal professional activities as fully, as actively, or as successfully.

Often partial acceptance of women on campus may be misread as full acceptance. While policies—and even attitudes—concerning women may be quite favorable, subtle behavior discrimination toward women may abound. Often these behaviors are not seen as discrimination even though they frequently make women feel uncomfortable and put them at a disadvantage. Frequently, neither women nor those who treat them differently are aware of what has occurred; indeed, the possible lack of awareness by both parties is what makes the behavior and its impact so insidious. Certainly, individual white males are not always treated fairly either, but their sex or race is not usually the reason for the difficulties they may experience.

In two studies focused mainly on the learning climate for women undergraduates, *The Classroom Climate: A Chilly One for Women?*[8] and *Out of the Classroom: A Chilly Campus Climate for Women?*,[9] the Project on the Status and Education of Women identified a multitude of ways in which men and women students are often inadvertently treated differently by faculty, staff, and other students. For example, many professors—men and women alike—tend to call on male students more often, to make more eye contact with male students, and so on. By giving men the greater share of classroom attention, faculty unknowingly create a climate that subtly interferes with the development of women's self-confidence, academic participation, and career goals.

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[*] Although discrimination may not be the only factor causing these discrepancies it nevertheless cannot be overlooked as playing a major role in the differential status of men and women on the campus.

Many of the behaviors identified in those reports are not limited to the classroom, but can also occur wherever women are on campus. Not *all* of these behaviors occur *all* of the time. However, our findings indicate that they are not uncommon and that many, if not most, women experience them.

Often, the behaviors themselves are small, and individually might even be termed "trivial" or minor annoyances, but when they happen again and again, they can have a major cumulative impact because they express underlying limited expectations and a certain discomfort in dealing with women. Moreover, the behaviors happen to women at all levels—undergraduates, graduate students, faculty and administrators.

Readers of the earlier reports will recall some of those behaviors (which are discussed and documented there in greater detail):

- People often are more attentive when men speak and are more likely to recognize male speakers, for example, by nodding and gesturing in response to men's questions and comments.
- Women are more likely to be interrupted than men. Further, when a man is interrupted, the interruption is likely to be one that builds on what he is saying. When a woman is interrupted, the interruption may be unrelated or trivial or destructive, such as "You look beautiful up there. You must have spent hours preparing for this seminar."*
- In discussion groups, people are more likely to respond more extensively to men's comments than to women's.

These and similar small episodes that occur in the course of everyday interchanges have been called "micro-inequities"—behaviors that are often so small that they go unnoticed when they occur.[10] Micro-inequities refer collectively to ways in which individuals are either *singled out*, or *overlooked, ignored,* or *otherwise discounted* on the basis of unchangeable characteristics such as sex, race, or age. Through these behaviors people are treated not as individuals, but rather according to preconceptions about the groups with which they are identified.

Micro-inequities often create a work and learning environment that wastes women's resources, for it takes time and energy to ignore or deal with these behaviors. The chilly climate undermines self-esteem and damages professional morale. It may leave women professionally and socially isolated, restrict their opportunities to make professional contributions, and dampen their participation in collegial and academic activities.

Men are not the only ones who engage in the behaviors described in this paper. Women themselves may sometimes treat other women on the basis of their sex, race, ethnicity, age, physical disability, or sexual preference in ways that create a chilly climate. Minority men, as well as professional women in settings outside academe, also experience many of these behaviors.

This report focuses primarily on women faculty and administrators, and to some degree, graduate students. Specific examples quoted or described are based on actual incidents that have occurred within the last few years. (The reader may find it instructive to read these examples and ask how the incidents would appear if they had happened to men.) Some examples may seem farfetched or crude. However, all were selected because they were typical of a particular type of behavior which was frequently reported.

The report is not meant to be definitive, for we have only scratched the surface of a large problem—a problem with implications that go far beyond the college campus.

The Problem of Numbers

> *Imagine that your lawyer, your doctor, your priest, rabbi, or minister, your Senator and Representative, your mayor, the president of your institution, most of its trustees, almost all of the deans and most of your colleagues were all women. How would you feel?*[11]

> *. . . [W]hen you're the first of your sex or your race in a position, three things apply to you. One—you're placed under a microscope. Two—you're allowed no margin for error. And three—the assumption is always made that you achieved your position on something other than merit.*[12]

> *The responsibilities of being an outsider on the inside are enormous. It often means that I am the only woman in whatever setting I find myself. It means that I am often called upon to be THE WOMAN. I am asked to speak from the Woman's Perspective, as if I knew all women and their views.*[13]

The chilly climate for women cannot be separated from the problem of numbers. Because there are so few academic women—particularly in powerful positions—women face many of the same problems any minority group faces. In a professional setting where men are the vast majority even *a few* women may be seen as *too many*. Indeed, a few highly visible women faculty or administrators on a given campus may lead to the misperception that "women are everywhere." This effect is exacerbated in the case of minority women, and is particularly problematic because it leads to the mistaken belief that women's advancement in general is solved, that minority women in particular "have it made," and sometimes even to the fear that "women are taking over." One woman president reported being instructed by her board not to hire any women vice presidents lest the institution be perceived as controlled by women. (She was subsequently able to convince them otherwise.)

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*Unattributed descriptions of behavior and comments were reported to Project staff during the development of this report.

Small numbers heighten the visibility of women. Their behavior, both professional and social, seems to stand out; thus, they are often subject to greater scrutiny. For example, their absence or presence at a meeting is more likely to be noticed. Often the lone woman, or one of a very few, is seen as a representative of her sex rather than as an individual, whether she raises women's concerns or not. Comments such as "It's nice to have the woman's point of view," even though made with good intent, illustrate this point. In general, the fewer the women, the greater the likelihood that they will be viewed as tokens and in relationship to stereotypes about women rather than as individuals.

Moreover, because the vast majority of women employed on campus are in positions accorded little status (such as secretaries, clerical workers, cafeteria staff) women faculty and administrators stand out even more sharply as *anomalies*. They may often be mistaken for support persons because these are common roles for women, and thus they may receive less respect from others on campus.

As a result of the low ratio of women faculty to women students, faculty women often end up with a disproportionately heavy formal or informal advising load (even when the official number of advisees is the same as that of other faculty) because women students may seek them out or may be steered to them by male faculty. Women faculty are also often expected (and may want) to be a role model and to mentor women students and may be criticized if they do not. Similarly, they may spend more time on committee work because of their concern to ensure representation of women on committees. This is especially true of minority women who are even fewer in number and therefore in greater demand for these activities. Unfortunately, women with extra advising and committee obligations may have less time for their own career needs, particularly research pursuits that bring greater institutional rewards.

Women who turn down committee assignments often are viewed as ungrateful and not interested in advancement, whereas a man may be respected for refusing to take time away from his research. When more attractive assignments come along, the woman who refused earlier will no longer be considered. Part of the reason for this negative response to women is that they were wanted on the committee for symbolic purposes and not for their expertise, and another acceptable female will have to be found.[14]

Add to all of this a lack of structural support for women's concerns on many campuses[15]—such as no women's studies courses, or where they exist, limited academic and monetary support, and disparagement; no women's center or a badly funded one; lack of gynecological services for women students; no supports for those trying to balance a professional career with parenthood, such as adequate maternity and child-rearing leave, child care, and flexible scheduling; continuing legal inequities such as salary discrepancies and sexual harassment—and the climate for women on many campuses feels chilly indeed.

The Confusion of Social and Professional Roles: "That's No Lady, That's My Dean"

Women are more likely to receive compliments for their beauty, their skill in managing home and children; men are more likely to be praised for their intellectual endeavors, as in the description of two graduate students: "She's an adorable person." "He's a bright young man."

Where male faculty are concerned [parental status] isn't much of an issue. For women faculty, it's major. If they insist on time for children, they're often seen as less committed, professional, reliable, etc.[16]

All of us, to a greater or lesser degree, have preconceptions about how we expect and want men and women to behave. We are not surprised when men are powerful, assertive, ambitious, and achieving, but we may be uncomfortable when women exhibit these traits and others that are traditionally thought of as "male" attributes. We "expect" women to be nurturing, passive, accommodating, perhaps not too bright, and so on.[17] Most of us are comfortable dealing with women in terms of our personal and social relationships to them as mothers, sisters, wives, girlfriends, and hostesses, but are uncomfortable when the social expectations do not follow the traditional patterns. We have "rules" telling us how to treat women in social situations. There are, however, few rules as to how to treat them in professional settings where they no longer fit many of the social stereotypes. Consequently, social etiquette, designed primarily to flatter and protect women, is often inappropriately interjected into the professional setting, as in the following examples:[18]

- *Focusing on a woman's appearance and other personal qualities and relationships*, rather than on her accomplishments, by including comments (even complimentary ones) during meetings, in introductions, letters of references[19] and the like, such as:

▶ "I'd like you to meet the lovely new addition to our department."

▶ In a letter of reference: "Mrs. B. . . . manages beautifully, although she has three children."

Such comments emphasize the "feminine" and sometimes the sexual over the professional attributes, and thus downplay a woman's competence. In contrast, men would only rarely be described in such settings in terms of their physical or parental attributes. (See Attractiveness and Sexuality, p. 9 .)

- *Addressing women by social terms such as "sweetie," "dear," "Mrs." or "young lady"*—words which undercut a woman's professional identity—especially if her male colleagues are being addressed as "Dr."
- *Asking women to take care of minor social needs*, such as expecting women, but not men, to write invitations or provide refreshments for department meetings or parties.
- *Using stereotyped words to describe accomplishments or behavior, especially words that are not applied to men:*

▶ "She is charming with her students," rather than "she is an excellent teacher."

▶ "She is difficult. It must be that time of the month."

▶ "She is just an old maid busy-body."

- *Focusing undue attention on women's personal lives*, e.g., whether they are married or single, with whom they live, what their sexual orientation is, with whom they socialize, how they dress, and so on. This kind of scrutiny is not only burdensome in and of itself, but serves to shift attention away from professional performance. One woman reports that a colleague complained to administrators with rumors about her personal life. At a subsequent departmental meeting she was questioned about her relationship with her husband. She states,

> *While others were allowed to conduct their personal and professional lives in private, mine was being regularly scrutinized. I longed for the privacy which all the other members of the groups had bestowed upon each other.*[20]

- *Viewing men and women with identical marital and parental status in very different ways.* For women, the presumption is sometimes made that family responsibilities will automatically interfere with professional activities; for men the presumption is often that marriage and children will make for greater stability and professional success. For example, should a woman leave a meeting early or request a change in meeting time, colleagues may assume that she must attend to children or a household matter, and her request is often resented. When a man does the same, the more common assumption is that he has some important matter to attend to, and that his request is justified. (Moreover, when a man takes on family responsibilities, especially if he is widowed or divorced, he is more often praised for doing so, and there may be far more accommodation to his needs than to women with the same responsibilities.) Additionally, a married female graduate student may be viewed as needing less financial aid than a married male.
- *Presuming that the husband is the primary contributor and lead scholar when spouses collaborate or are in the same field.* Women sometimes find their work described not in terms of its own merits but in comparison to their husband's, and in some cases of joint endeavor, it is assumed that the husband did the conceptualization, writing, and creative work. Even when the work is not collaborative, there may be an assumption that the husband *really* did the work credited to the woman.[21] Even women graduate students married to students in the same department sometimes find that their letters of reference focus on their husbands' achievements rather than their own.[22]
- *Expecting women to behave in typically "feminine" ways*, such as being more nurturing and "motherly" to both students and colleagues, which subjects women to the classic double bind situation, e.g., "Motherly" persons often are not readily viewed as intellectually vigorous, yet if a woman is not nurturing or acts in other less "feminine ways," the response from students and colleagues may be angry or otherwise negative. She may be seen as "hard" or even as "castrating." Similarly, a woman administrator who speaks softly may be seen as weak and lacking in leadership ability. If, however, she is directive and assertive she may be seen as "the iron maiden" and/or "humorless," "unfeminine," or "simply strange."[23] Professional behavior that is viewed as appropriate for men may be seen as "inappropriate" for women. Women themselves may also experience the conflict between how they are expected to behave as women and how they are expected to behave as professionals. These contradictions are apparent in the following.

How To Tell A Male Academic From a Female Academic[24]

He is aggressive. She is pushy.

He's a stern taskmaster. She's hard to work for.

He is good on details. She's picky.

He worked very hard. She slept her way through graduate school.

He loses his temper because he's so involved in his job. She's bitchy.

He gets angry. She is emotional.

He's close-mouthed. She's secretive.

When he's depressed (or hungover), everyone tiptoes past his office. She's moody, so it must be her time of the month.

He exercises authority diligently. She's power mad.

He isn't afraid to say what he thinks. She's mouthy.

He follows through. She doesn't know when to quit.

He drinks because of the excessive job pressure. She's a lush.

He's confident. She's conceited.

He stands firm. She's hard.

He has good judgment. She has women's intuition.

The confusion between the social and the professional is also demonstrated at departmental or institutional social gatherings: male colleagues (including male graduate students) will talk shop together while their wives are expected to talk to one another, leaving women professionals and graduate students betwixt and between.

Many men may be puzzled about what it means to be a professional *and* a woman. Often, men who find it difficult to deal with women in positions of power, or even as peers, may focus on their social or sexual role, however inappropriate. A trustee asked a female dean at their first meeting, "Do you fool around a lot?"

- *When men are annoyed or disagree with a woman for whatever reason, they may suddenly shift their focus to her sexuality or social role:*

. . . [O]ne woman dean . . . complained that some chairmen refuse to take her seriously. When chairs are late in submitting schedules and she calls them into her office, some emphasize her gender and ignore her administrative power: They do things like put their arms around me, smile and say, "You're getting prettier every day" or "You shouldn't worry your pretty little head about these things."[25]

▶ Women may be admonished by angry men with "Look here, *sweetie*," or "Listen to me, *young lady*," or "Don't tell me that, *little girl*."

Whether we ourselves are women or men, and despite our conscious beliefs that men and women can share the full range of human attributes, too often when we deal with men and women in everyday situations the old stereotypes take over.

Devaluation: Woman's Worth In a Man's World

One Board chair in New Jersey was asked why he had not assigned a new woman trustee with a Harvard MBA and fifteen years of experience to the finance committe. He replied, somewhat puzzled, "Why, I never thought of a woman for the finance committee."[26]

If I make any mistakes, people will say it's because that's how women are. If I succeed at something, they say I'm not like the other women.

Women's roles in academe, as elsewhere, are often not only stereotyped but women are also devalued. Numerous studies—many in academic settings—demonstrate how the gender of a person influences perception and evaluation of his or her behavior and achievements.[27] In one study, first done in 1968 and then replicated in 1983, college students were asked to rate identical articles according to specific criteria. The authors' names attached to the articles were clearly male or female, but were reversed for each group of raters: what one group thought had been written by a male, the second group thought had been written by a female, and vice versa. Articles supposedly written by women were consistently ranked lower than when the very same articles were thought to have been written by a male.[28] In a similar study, department chairs were asked to make hypothetical hiring decisions and to assign faculty rank on the basis of vitae. For vitae with male names, chairs recommended the rank of associate professor; however, the identical vita with a female name merited only the rank of assistant professor.[29] These and many other studies show that in academe as in other settings the same professional accomplishments are seen as superior in quality and worthy of higher rewards when attributed to men than when they are attributed to women.[30]

The ascribed reasons for the successes of men and women are also viewed differently. Men's success is typically seen as resulting from *internal* factors such as ability and competence, while women's success is often attributed to *external*, unpredictable, and uncontrollable factors such as happenstance, or that "They had to hire a woman." Women themselves may internalize this pattern, and attribute their success to outside factors such as luck ("being in the right place at the right time").[31] Consequently, women's qualifications and accomplishments are frequently not seen as reliable predictors of future success.

Men are often hired (or accepted as students in graduate school) for their potential while women with the *same* credentials may be seen as "not well qualified." Academe is full of examples in which male professors become deans without having served as department chairs, or assistant or associate deans, or where men from industry or government with little academic experience become presidents. These men are typically highly qualified, but they are nevertheless being judged on their *potential* to learn their new jobs.

The devaluation that women face accounts in part for the perception that women are not serious about their work. Similarly, their work itself may not be taken seriously by others. For a woman, too often the old saw still holds: she has to be twice as good to get half as far.

Examples of how devaluation operates are as follows:

- *Women's accomplishments are sometimes downgraded or trivialized when equal or even superior to those of male peers.*

▶ A man is described as "serving on two departmental committees and *even* on one institutional committee," while a woman with the identical experience is noted as "serving on two departmental committees but *only* on one institutional committee."[32]

▶ A woman dean with two years experience is seen as "moving too fast," whereas a man with comparable experience is seen as being appropriately "on the fast track."[33]

▶ A man with two articles in press might be seen as "showing great promise." A woman in the same situation might be seen as "seriously delayed," and the articles not seen as either scholarly achievements or as a sign of potential.[34]

▶ Women administrators may find that efforts at a more collaborative, open-to-discussion leadership style are perceived as a sign of weak leadership, although the same efforts might be praised if undertaken by male administrators.

● *Women's abilities are more likely to be questioned, subjected to greater scrutiny and/or ignored than those of men.*

▶ Women may be viewed as having been hired or accepted as graduate students only because of affirmative action, the implication being that they are not as qualified as males. Similarly, women graduate students may be seen as having received fellowships or awards simply because they are "pretty."

▶ When a male becomes a department chair, he is likely to be congratulated on his achievement. In contrast, when a woman is promoted to a similar job, questions may be raised about her ability, such as "Won't this interfere with your kids' schedule?" or, "Didn't anyone else [i.e., men] in the department want the job?"[35] Although men may be kidded in a somewhat similar manner, the connotations are different. For men, the kidding implies "Aren't you *too good* to be an administrator?" For women, the message is: "Are you *good enough* to be an administrator?"[36]

▶ Chairs of search committees may continually abbreviate the accomplishments and potential of women candidates while elaborating on those of male candidates.[37]

> *The search committee lists for each applicant the courses each would be expected to teach if hired. For all of the male applicants, several courses were listed. For the women applicants, only one course was listed for each, although there was little difference in preparation and experience between the male and female candidates.*

In general, the more vague the criteria, the more likely that women will be devalued.

▶ Women are often described in ways that imply that they are the exception to the "rule" that women are not as competent as men, such as a "qualified woman administrator" or "exceptional woman student." This type of comment is even more prevalent in the case of minorities.

▶ Women's publications and professional achievements may be ignored or resented while men are more likely to be congratulated on their achievements.

● *Women's conversations with other women may be viewed as unimportant, while men's conversations are seen as important discussions.* One woman, for example, reported that if she was having a conference with a female colleague in her office, her male chair would not hesitate to walk in, interrupt, tell jokes, and so on; however, if she was having a conference with a male colleague, he would look in the door, apologize for interrupting, and leave.[38]

● *Programs, courses, committees, and other activities concerning women may also be seen as less valuable than other similar activities.*

▶ Although there are an estimated 30,000 courses on women's studies and approximately 400 programs in the U.S. in which students can major or minor in women's studies, these courses and programs, as well as the integration of new scholarship on women into traditional courses, may be viewed as trivial and less important than other curricular issues, or inaccurately categorized as "political" or as "easy." This type of criticism often implies that women's perspectives, lives, and accomplishments are not worthy of scholarly study in and of themselves and are not relevant to a fuller understanding across the disciplines.

▶ Women researching women's issues often find their research discounted or regarded negatively in a tenure portfolio, as may minority women researching ethnicity and/or gender.

▶ Support for women's programs may be minimal; service on committees dealing with women's concerns may be viewed as less valuable than service on committees that "deal with the real work of the college."

▶ The issue of sexual harassment may be denied or seen as unimportant or threatening.

▶ Work with community organizations that serve women or address women's issues is often given little recognition, while men's community service with organizations such as Kiwanis is seen as valuable.[39]

▶ Women who raise concerns about climate issues are sometimes treated in a dismissive manner: "Can't you take a joke?" or "Why waste your energy on such a trivial matter?" or "That's just how old Joe is—he'll never change."[40]

● *Fields identified with women are often downgraded* as in the case of home economics, nursing, library science, and student affairs. Women administrators in these fields often find their experience disregarded, as when institutions routinely overlook the dean of nursing or home economics when they initiate a search for women who can become vice presidents, provosts, or other top administrators.[41]

Collegiality: Can a Woman Be "One of the Boys"?

> *. . . Yet the biggest obstacle women face [in advancement] is also the most intangible. Men . . . feel uncomfortable with women beside them.*[42]

> *I was . . . the first full-time woman faculty member in my department. There really was difficulty among my male colleagues in associating with a woman as a colleague. I think they literally did not know how to talk to me, and as a consequence often just did not talk to me. They would ignore me. They would not invite me to have lunch with them, which was a very ordinary*

> *experience there . . . they would walk past my office and ask the next person and never ask me. [Years later] I asked one of my colleagues why this was so. And he said, "You know what would happen if I asked you to lunch . . . People would talk."*[43]

A key element of success in academe is collegiality. Administrators, faculty, and graduate students need to be able to talk with others about scholarly pursuits, professional opportunities, teaching, institutional politics and problems, and personal issues—especially when something goes wrong. Many of the difficulties campus women face spring from the general discomfort that many men still experience when dealing with women as professional peers and women's consequent exclusion from collegial interchange.

Each sex is often more comfortable with its own members, and the implications of this for women in academe are substantial.[44] The discomfort of some men may make it difficult for them to mentor or sponsor women, so that women may be at a distinct disadvantage in professional advancement.[45] Furthermore, because most administrators and faculty are men, men often have more knowledge about their institution and their field. They talk more to each other, often sharing information and advice. They know one another better than they know individual women, and most important, they trust each other. These informal networks—often called "old boys' networks"—function in the office, at meetings and conferences, at lunch, on golf courses, during pick-up basketball games, drinks after work, social evenings, in all-male clubs, and the like. Women may be "welcome," but are often not treated as full members of the group; that is, they rarely, if ever, become "insiders," whether the group consists of administrators, faculty, or graduate students.

Some men find it difficult to talk informally to women colleagues. Frequently, men "talk sports" as a way of establishing contact with other men. They may feel (often correctly) that women won't understand their sports talk and they are not sure how else to make light conversation. Some men are comfortable with women primarily when women play a role such as the "mascot" or "dutiful daughter" that makes women less than equal as colleagues. Some men unconsciously expect women to act maternally and/or may be comfortable with women only to the extent that women give approval, smiles, and verbal strokes. For similar reasons some men may have difficulty dealing with women who disagree with them or criticize their work. The same men, however, may handle other men's criticisms with little difficulty.

The marginality of women is similar to the marginality of minorities. The perception of women as "outsiders" results in their isolation from their peers. Often they are ignored and left out of the day-to-day interchanges and given subtle messages again and again that they do not belong.

> *The combination of invisibility symbolized by the 'Faculty Locker Room' [male] and the high visibility of THE WOMAN adds up to an environment that makes growth slow and difficult. If women are set apart we are deprived of the warmth and acceptance that encourages full human growth. When we exist as outsiders and are forced to justify our existence or defend our presence in the University, we cannot perform to our fullest.*[46]

The following examples illustrate how women are isolated, ignored, and treated as outsiders:

- *Men talk less to women than to other men, and rarely include women in informal activities* either on or off campus, thus making it more difficult for women to keep informed about institutional, departmental, and professional matters, to share a sense of collegiality and be seen as "team players," or even to be known as individuals among their peers.
- *Sometimes men stop talking when a female colleague enters the faculty lounge or lunchroom, or ignore a woman's attempt to join a conversation,* thus reinforcing her sense of not belonging.
- *Women are often overlooked in numerous ways:*
  - ▶ Women's comments are often ignored at meetings and in other settings. There may be a pause when a woman speaks, after which the chair responds to the *previous* speaker, or returns to the topic as if no one had spoken.[47]

> *. . . [O]ne faculty member said she had recently been on a search committee where the two women candidates were treated "differently" from the four male candidates; the women were asked many factual questions about the[ir] university and were often interrupted during their responses. Male candidates, on the other hand, were allowed to ramble, to talk about nonacademic issues (sports, cars, real estate), to digress. They were encouraged to ask—rather than answer—questions and were rarely, if ever, interrupted. Because women are more likely to be grilled, they are more likely to make mistakes, to become tense or worn down earlier in the day, and to be perceived as not being "collegial" . . . because there is minimal, informal interaction. (A male, by the way, was hired.)*[48]

▶ Women report being overlooked when meetings are called (simply not being invited to attend). Additionally, men, but not women, may be routinely briefed informally prior to meetings. Though frequently unintentional, the former discounts women in a fairly straightforward fashion; the latter is more insidious, since women may waste time and energy gathering information about an issue that has already been decided. They then may attribute the failure to have their views considered to lack of skill in personal communication and/or sense that their input was neither sought nor needed.

  - Minutes of meetings sometimes omit women's comments and even neglect to record their presence.
  - At times women are overlooked when institutional representatives to community and business groups are chosen, or when nominations for awards and grants are made, or when other opportunities for professional development arise.
  - Women may not be introduced to other people.

- *Women tend to get less feedback than men, whether positive or negative*, almost as if what they do does not matter. Some men may find it difficult to be frank with women (perhaps out of fear that the women will "cry" or "get angry") or they may not know how to communicate evaluative information except in a tough "buddy" way with male colleagues. Women may therefore miss out on both praise and constructive criticism.
- *Men may forget or confuse the names of women colleagues more readily than those of male colleagues.*
- *Minority women and disabled women often face a lack of collegiality not only from men but from other women as well.* Thus, they may experience even more isolation than their female colleagues.
- *Women's collegiality with other women may be viewed with suspicion.*
  - Women eating together at a faculty club are often jokingly asked, "What are you women plotting against today?" If two or more women serve on a committee they may be asked, "When are you women taking over?" Although such comments may be made humorously, they nonetheless reinforce and/or reflect the idea that women are outsiders and perhaps not to be trusted.
  - Women collaborating on scholarly activities may be viewed as or kidded about being lesbians—as if they would not otherwise be interested in working together.
- *Sometimes men are collegial with women but only when no other men are present.* One woman faculty member stated: "Even worse, when they're in my office, they criticize sexist remarks that they laughed at during a committee meeting two hours earlier."[49]

The lack of acceptance, coupled with isolation, makes it difficult for many women to evaluate whether what happens to them is a result of their sex, their position, or their own behavior.

Attractiveness and Sexuality

Too often people may relate to women in terms of sexuality rather than as professionals or students. For example, considerable inappropriate attention may be given to women's appearance because our society puts a premium on women's sexual attractiveness:

- *Men and women are frequently treated quite differently on the basis of appearance.*
  - Women are more likely to be judged by their attractiveness; men are more likely to be judged by their achievements. Sometimes the only praise a woman may ever receive from her colleagues will be comments about her appearance.
  - A woman faculty member who is inattentive to dress may find that her work is presumed to be sloppy as well, while a man's lack of attention to appearance may be more likely to be viewed as indicating greater attention to his work.
  - Women may be downgraded if they do not dress in a feminine style. They often report questions from colleagues and students such as "Why don't you wear a skirt?" along with queries about their sexual orientation. However, should they dress in too feminine a manner, they may be seen as lacking professional demeanor.
- *Women are often "sexualized"* as illustrated in the following examples:
  - Assuming that women who collaborate with male peers are engaged in a romantic or sexual relationship.
  - Describing a woman's sexual attributes in letters of recommendation or in search committees' evaluation of candidates. Weight and age may also be mentioned.[50]
  - Describing women, including students, by a part of anatomy ("a piece of ass"), as a food ("cupcake," or "sweetie pie"), or with other terms that focus on sexuality ("she has great tits")—words that hardly promote a professional image. Moreover, these kinds of descriptions often make women uncomfortable—regardless of whether the words are aimed at them or are used to describe other women, or whether the comments are meant as compliments—because they shift the focus away from women's intellectual and administrative abilities as well as depersonalizing them.

Sexual Harassment[51]

Harassment on the basis of sex is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 as amended. It is defined as:

> *Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.*
>
> —*Guidelines on Discrimination Because of Sex,*
> Equal Employment Opportunity Commission[52]

While it is beyond the scope of this paper to deal extensively with sexual harassment,[53] such harassment is a serious problem for a sizeable number of women on campus, despite laws and the increasing number of institutional policies which prohibit it. Unfortunately, a number of men may have difficulty distinguishing between friendship and sexuality and may misread the former as a sexual overture. Others may have difficulty seeing women in anything but a sexual role or simply abuse their power as a faculty member or administrator. Although sexual harassment can occur to women of all ages and regardless of marital status, single women, be they faculty, staff, or students, may be more prone to unwanted pressure for sexual activity.

Two percent of all undergraduate female students experience the more serious forms of harassment: threats or bribes from faculty or staff for sexual activity. Approximately 20-30 percent (more than a million) report some form of sexual harassment ranging from leers to sexual innuendos to unwanted touching, and including bribes and threats.[54] For graduate students and faculty, the figures may be even higher. A study at Harvard University found that 32 percent of the faculty women with tenure had experienced sexual harassment; for untenured women the figure was 49 percent.[55]

Unwanted sexual attention has a chilling effect on the learning and working climate. Even women who are not harassed may avoid certain classes or interaction with professors who have a reputation of being sexual harassers. What distinguishes sexual harassment from "ordinary flirting" is the element of power in the relationship. The professor or staff member is in a position where he* can help or harm those whom he harasses. Refusing sexual demands, especially from senior faculty members, may jeopardize a woman's academic career or employment. She cannot freely choose to say "yes" or "no" because unfair evaluations (or grades in the case of graduate students) may be given, and other perquisites withheld.[56] Ignoring sexual harassment may be mistakenly perceived as acquiescence and therefore may make it worse. Yet even if a woman takes a strong stand against it, her "no" may also be misinterpreted as a "yes." She may feel uncomfortable, embarrassed, and ashamed as if somehow she was responsible for the harassment; yet she may also be fearful of being seen as a "troublemaker" or as "unprofessional" if she reports it.[57]

Humor: Why Can't a Woman Take a Joke Like a Man?

At department parties at different institutions women have been given as presents objects in the shape of sexual parts—as a joke.

While humor is often used to lighten a subject or relax a group, humor also serves many other functions: it reinforces group solidarity, defines the outsider or deviant group, provides a way to discuss taboo subjects and express anxiety, anger, or resentment, especially about and to groups that are seen as marginal or threatening.[58] Sometimes jokes or humorous remarks that are demeaning to women may be told to women directly, or told in front of them, often without any awareness or concern that the "joke" may be offensive to women.

Minority women may be subject to even more "joking" remarks, especially about their sexuality, about preference given to minority women, and about how "they've got it made."

Sometimes a joke may be prefaced with "You girls probably won't like this joke," perhaps as a way of excusing one's self. However, such a comment makes it difficult for a woman and others to oppose the joke. It also communicates to women that the speaker does not care if they are offended.[59] When off-color jokes are told—jokes that typically portray women as sexual objects or that otherwise denigrate them—there will sometimes be a deliberate statement about not telling a specific "joke" because there are "ladies" present. Such a comment implies that women are not there as co-workers but in some other role, such as "ladies." Additionally, this sort of linguistic protection sets women apart; it is clear to them and to the rest of those present that the women are not part of the group.[60]

When women indicate their displeasure at joking remarks that express aggression toward individual women or toward women as a group, the rejoinder is often "Can't you take a joke?" or "Don't you have a sense of humor?"—remarks aimed at making the woman feel that *she* is at fault, rather than the person who offended her.

Other Forms of Chilly Behavior and Practices

Unlike official policies—which are usually spelled out and publicly articulated—informal traditions and practices are rarely formalized and often operate below the level of consciousness. They are typically based on the shared supposition that things should be done as they have been in the past—a past that assumed women's lower status and lesser competence, and denies the present reality of women in the workforce.

A sample of other customs, patterns, and practices that may also have a chilling effect on academic women follows:

- *Appointing women faculty, administrators, and trustees to the less powerful committees*, especially those that have little institution-wide or fiscal responsibility, perhaps because of an assumption that women are not as competent in these areas as men.
- *Providing women with fewer budgetary and other resources than men* of the same rank, or conversely, giving "token" women

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*The vast majority of sexual harassers are male.

more in the way of visible resources, but less real power. Resources include items such as released time, laboratory space and equipment, secretarial support, funds for attending conferences, and general office perquisites.

- *Giving men priority access to typing and other office support.* In some instances, more support staff may be officially assigned to men; in other instances, support staff may be ostensibly equal and "shared," but staff will give priority to men's work. Women faculty at one institution reported that secretaries typed men's papers but returned women's manuscripts untyped with the suggestion that they finish the typing themselves.
- *Assigning women less desirable and less centrally located office space or only with other women* so that the women find themselves not only in more cramped quarters but also out of the mainstream of contacts and colleagues.
- *Using generically masculine language, which implicitly excludes women,* both in speaking and in printed materials.[61] The following statement on academic freedom from the faculty handbook of a prestigious midwestern college provides a clear example of this exclusion:

> *The . . . teacher is a citizen, a member of the learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship . . . As a man of learning . . . he should remember that the public may judge his profession, and his institution by his utterances.*[62]

- *Expecting women to represent the views of women in general.*
- *Generalizing about women from a negative experience,* such as "We once had a woman in this department who didn't work out so we are somewhat leery of having another one." (Would the same person say, "We once had a man in this department who didn't work out"?)
- *Discouraging individual women even in the face of obvious accomplishment.* One woman faculty member at a large southwestern university was told by her chair, "Now that you have tenure, I just don't see how you can go on publishing at the rate you've done in the past. I know when you go home you'll have to do all the laundry, cooking and cleaning, and take care of the kids. You can't possibly keep up."
- *Intentionally subverting women's authority, whether directly or through foot-dragging.* One woman administrator, for example, reports that a male subordinate would go over her head to a higher-level administrator and come back with "Bill and I have talked about this, and we've decided . . ." In another instance, when a woman chair attempted to institute a mandated faculty evaluation policy in her all-male department, she faced comments to the effect that the department "got along well enough without this kind of mothering," coupled with department members' refusal to take her directives seriously and "forgetting" to follow the procedures.[63]
- *Rules may be stretched for men but rigidly enforced for women.* A woman needing several weeks off for childbirth may be accommodated less than a man who needs back surgery.
- *Women who raise issues about women, whether related to curriculum, climate issues, or legal inequities, may find themselves and the substance of their complaint ridiculed, ignored, or otherwise disparaged.* Those who file formal charges may find themselves ostracized, censured, and upbraided, regardless of the merit of the complaint. Other women—not involved in the complaint—may also become the target of such behaviors.

Informal rules and practices often escape scrutiny, even when institutions are engaged in good faith efforts to create a better climate for women on campus. The importance of these unwritten rules should not be underestimated.

Men and Women's Communication Styles: Another Double-Bind[64]

> *. . . I've been in meetings with male colleagues when they literally don't hear me. I'll start to say something and a man will interrupt, and no one will even notice I've been talking.*[65]

> *As I see it, I'm damned if I do and damned if I don't. If I talk like a man when I'm at work, I [still] don't come across as assertive and "task-oriented." But if I talk like a lady . . . I'm just a displaced mother hen.*[66]

> *One of the greatest problems women faculty and students confront is how to be taken seriously in the daily life of colleges and universities. This problem has strong linguistic components, since speech characteristics are often made into and evaluated as symbols of the person . . . The valued patterns of speech in college and university settings are more often found among men than among women speakers.*[67]

Numerous researchers have noted that the ways in which men and women talk are often different, with men's communication styles often associated with professionalism and power. In contrast, women's communication styles are often equated with powerlessness.[68] The "masculine" styles of speaking and behavior include features such as:

- highly assertive speech;
- impersonal and abstract styles, with limited self-disclosure;
- competitive, "devil's advocate" interchanges;
- interruption of other speakers, especially women;
- control of the topic of conversation; and
- physical gestures that express comfortableness, dominance, and control, such as gesturing to emphasize comments, taking up more space, and nonreciprocal touching.

Moreover, in studies of formal groups containing men and women, what men say often carries more weight. A suggestion made by a man is more likely to be heard and responded to, credited to him ("as Bill said"), developed in further discussion, and adopted by the group than when the same suggestion is made by a woman.[69]

In contrast, women's speech often includes features which are associated with those who have lower status and less power.[70] Among these patterns are:

- less assertive speech, characterized by features like false starts ("I think . . . I was wondering . . ."); high pitch; tag questions ("This is an excellent approach, don't you think?"); a questioning intonation when making a statement; and extensive use of qualifiers ("I believe that perhaps in approaching this topic . . .");
- more personal and "cooperative" styles, with greater self-disclosure;
- "inappropriate" smiling (such as smiling when making a statement or asking a question);
- gestures that express attentiveness or give encouragement to others (nodding and smiling when listening);[71] and
- averting eyes, especially when dealing with men and with those in positions of authority; at other times, making direct eye contact for longer periods than men do.

Just as women's accomplishments have often been devalued, women's communication styles are often valued less than men's. Thus, they may lead others on campus, including other women, to perceive women as less knowledgeable and competent, and their comments as less worthy of attention and response. Additionally, some of these communication behaviors may be misinterpreted. For example, male colleagues may see smiling, nodding, and longer periods of eye contact as flirtatious, or may interpret these behaviors as indicating agreement when they may only indicate attentiveness, thus setting the stage for future misunderstanding.[72] However, if women do not smile, they may be misperceived as being angry. Men may also speak to women differently than they speak with each other. They may be more formal and polite, sometimes more deliberate and long-winded.[73]

Women often feel invisible* because of the difficulty they frequently have in being acknowledged or heard in the first place. Some women on campus have reported that if they want to have a motion heard and passed they must find a male colleague to propose it for them.[74] Women faculty and administrators (as well as women students) often find their participation in meetings, seminars, and committees dampened by behaviors such as:

- *not being recognized* when they wish to make a contribution;
- *being interrupted*, especially in ways that introduce inappropriate personal or trivial topics, change the focus, or otherwise bring women's comments to a halt (such as interjecting comments on a woman's appearance when she is trying to make a point);
- *not being looked at when they speak and/or given subtle nonverbal signals of inattention or disapproval*, such as furrowing the brow or scowling;
- *having their comments ignored* while men's comments are acknowledged with some sort of direct positive or negative response;
- *having their suggestions or ideas ignored* when raised and then credited to men who raise the identical contributions in subsequent discussion; and
- *not being assigned a task* when work is being apportioned.

Men may tend to dominate meetings, often using them as an opportunity to showcase their knowledge and their own views on the issues at great length, something women rarely do.[75]

Should a Woman Talk Like a Man?

Some argue that women would do best to adopt a "masculine" style in order to achieve credibility. Others point out that a woman who does so may be perceived as "aggressive" rather than assertive because her way of talking and acting does not conform to "feminine" expectations: what a woman says in a "masculine" style may be rejected out-of-hand on that basis. Indeed the same behaviors seen as forceful in a man may be viewed negatively—perhaps even as hostile—when used by a woman. More important, some researchers are currently beginning to explore the possibility that some features of "women's speech" and behavior might have positive values in fostering a more equitable scholarly climate based more on the cooperative development of ideas than on "competition for the floor." Questioning intonation or tag questions, for example, might encourage elaboration of a comment by the next speaker, while some nonverbal behaviors more commonly found among women—such as nodding in agreement and "commenting" with "hmm hmm"—may help to reinforce speakers and to invite others to participate.

—Adapted from *The Classroom Climate: A Chilly One for Women?*

Minority Women on Campus: "An Endangered Species"

> *[Minority women] are simply* "not retained *or tenured at the institutions which hire them as faculty or administrators. . . . Although initial opportunities have improved, retention opportunities have worsened considerably.*[76]

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*Paradoxically, at other times women may be overly visible, especially when they are singled out for special attention in a manner related to being a woman, such as "Let's hear what the ladies think about this issue."

Black women faculty and administrators at one university were told to "keep Blacks in line" on anti-apartheid issues—as if it were their job to control other Blacks on campus in order to protect the institution from embarrassment or disruption.

Minority women in higher education frequently face "double discrimination": once for being female and once for being racially or ethnically different. Whites—both male and female—may be uncomfortable dealing with minority women and act on the basis of a variety of misassumptions. For example, intellectual competence and leadership ability, along with other primary qualities valued in academic life, are associated not only with males, but with *white* males. Hence the unintentionally derogatory designation "*qualified* minority woman"—implies that although most minority women are *not* qualified, *this person* is an exception to both her race and her sex.

Minority women are not often viewed as a group with specific concerns. Some programs aimed at recruiting minority faculty and students may focus primarily on minority men; similarly, programs aimed at helping women may overlook minority women.

Minority women are even more likely to be excluded from the informal and social aspects of their departments and institutions—sometimes by white women as well as white men. This isolation is increased further by the relatively small numbers (or complete absence) of other minority members whether as administrators, faculty, or graduate students—persons who can serve as role models, mentors, or peers. In part because of their small numbers, minority women are even more likely than white women to be overburdened, especially with advising minority students and with myriad committee assignments, thus limiting their time available for research and publishing.[77]

Women from some minority groups may be especially likely to be viewed in terms of their sexuality, which may lead to increased sexual harassment or to a "keeping of distance," by some male faculty and administrators. Stereotyped interpretations of minority women's behavior may also often interfere with collegiality: a Black woman's silence may be interpreted as "sullenness" but that of an American Indian or Hispanic woman as "natural passivity,"[78] e.g., "She's bright but can't talk." Similarly, academic advisors may underestimate the competence of minority women and may counsel them to lower their sights or misdirect them on the basis of stereotypes—steering Asian American women into mathematical and technical fields, and Hispanic women into the service and health professions. Moreover, minority women administrators frequently find themselves in dead-end "special" positions, such as director of minority affairs or affirmative action officer—positions that usually have no advancement track in the academic structure.

Minority women face numerous double binds. Some mention being caught between the need to fulfill their institutional responsibilities and accusations by minority students that they are not doing enough for members of their own group. (Some women faculty and administrators—minority and white—face similar demands from women on campus.) Others express concern about the lack of support they receive from minority men. One Black woman administrator explains, "I have noted that Black males here tend to go to the white man when they need something in my area of responsibility, even though I'm in charge. I get more respect from white males and females."[79] Thus minority women may be treated differentially on the basis of sex by members of their own ethnic group, and differentially on the basis of both sex and race by others.

The paradox of "underattention" and "overattention" experienced by women in general is often exacerbated in the case of minority women. On the one hand, their comments may be ignored in seminars or departmental meetings; on the other hand, they may be continually called upon to present the "minority view," "the woman's view," or "the minority woman's view" rather than their own views. Yet if their own research deals with issues concerning women and/or minorities, it may be seen as "not really scholarly" and consequently devalued in the promotion and tenure process.

Women in Administration: Colder At the Top*

Women administrators face the kinds of differential perception and treatment described throughout this paper, and additional ones as well. Some issues that present special challenges to women administrators are those pertaining to leadership, trust and rapport, isolation, visibility, lifestyle, advocacy role, and access.**

While the nature and severity of these problems varies with the type of institution, the particular field, and individual circumstances, certain common issues emerge.

- *Leadership.* Leadership—perhaps *the* primary quality sought in administrators, particularly at the highest levels—has generally been associated with men and with male styles of behavior. Since women have not been in leadership positions in great numbers, the mental image of a leader held by most people is male. Many people have not had an opportunity to work with a woman leader and may experience anxiety or even fear at the prospect. It is so difficult for us to perceive women in leadership roles that when a man and woman enter a room, very often those present tend to assume that the man is the higher status person. Women administrators accompanied by a male are often mistaken for his support person or junior colleague. Thus, in part because of a pervasive assumption that leaders are men, and in part because of women's recent entry into the leadership arena and their still small numbers, women in administration may face not only doubt but disbelief about their professional status and authority—even when a woman is the chief executive officer.

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*This section on women administrators was written by Donna Shavlik, Director of the Office of Women in Higher Education at the American Council on Education, and Judith G. Touchton, who is the Deputy Director.

**Conversely, some of these issues apply to women faculty as well.

- *Trust and rapport.* Trust and rapport are two qualities that are needed by colleagues working closely together; and they are crucial to administrative advancement beyond a certain level. Top administrators in the academy, as elsewhere, are chosen by those already in power because it is felt that they can be counted upon to uphold and advance the values of the institution. Additionally, we are all most comfortable and find it easiest to communicate with those most like ourselves. Whose behavior is more predictable than those of our own social group and our own sex—those with whom we have shared experiences, who can understand us without translation, who can be counted on when the going gets rough? In her discussion of the tendency to limit managerial jobs to those who are socially homogeneous, Rosabeth Kanter comments, "Social certainty, at least, [can] compensate for some other sources of uncertainty in the tasks of management."[80]
- *Isolation.* Women who accept the challenge of high administrative positions face numerous risks themselves. First, they are even fewer in number than women faculty, and thus may be even more isolated. On the average, colleges and universities nationwide employ only 1.1 senior woman (dean and above) per institution.[81] Clearly, many women administrators *feel* isolated because they *are*. They may perceive this isolation both in relation to men, who appear surrounded by male colleagues in similar or higher positions, and to women, whom they see in groups in other contexts. This "isolation at the top" has many consequences. It is even more difficult for a woman administrator to determine the degree to which the particular problems she faces are related to gender, and the degree to which they are "par for the course" for anyone holding her position. She may have even less access than women faculty to communication and feedback about the work she is doing, and to informal channels of information about institution-wide issues, problems, challenges, directions, and politics. Isolation may lead also to greater feelings of loneliness, to the persistent awareness of not "fitting in," to always being on guard, and to the fatigue that comes from always having to be one's own support system. These issues are especially pertinent for minority women, who often suffer extreme isolation because of their miniscule numbers in higher education.
- *Visibility.* Women administrators who are new in their positions (particularly when they are few in number) are more apt to be treated as tokens: overly visible, over-extended, sometimes given more responsibility than power, sometimes not really supported by those above them. Like tokens, they are treated at times as representatives of their class and at other times as exceptional performers, both of which work to their disadvantage. A woman administrator is rarely regarded simply as an individual; she is a *woman*. If she fails to measure up, many observers will regard this as proof that "a woman couldn't do the job." If, however, she succeeds, she is often seen as exceptional. For minority women, the issue of visibility is especially pertinent because visibility is heightened by race as well as by sex.
- *Lifestyle.* The social and "lifestyle" dimensions of an administrator's responsibilities play an increasingly important role as one moves up the organizational hierarchy. Entertaining colleagues and members of various constituent groups is often a key part of the job. Although there are, in fact, numerous ways of handling these social responsibilities, many people are most comfortable with the traditional model in higher education—the husband-wife team, with the husband as administrator and the wife as support person. Institutional administrators, board members, and others may be concerned about how a single woman will manage, how they will feel with a woman in that particular position, and/or how to treat a male spouse.[82]

Moreover, whenever hiring occurs in the faculty or the administration, there is an underlying assumption of heterosexuality. The only other socially acceptable option is invisibility of sexual preference. Although this is a problem for men as well as women with same-sex preference, the issue is more difficult for women because of the customary focus on women's personal and family life, and also because the majority of women administrators (in contrast to their male peers) are unmarried, thus leaving them more open to questions about sexual orientation.

- *Which role: advocate for women or guardian of the status quo?* The arrival of a new woman administrator on campus, or the rise of a woman through the ranks, stimulates both hope and fear on the part of various individuals and groups on campus concerning the expectations regarding her advocacy role. Will she assume an advocacy role or maintain the status quo? Women may hope she will be a strong advocate for women, while some men, in contrast, may worry that she will do so. She may encounter pressure and disappointment from other women on campus, including faculty, staff, and lower-level administrators who feel that women in top posts are not doing enough for them personally or for issues of concern to women on campus. These women may be unaware that women administrators are hampered by a variety of constraints. On the one hand, they may not have been given the authority to effect some of the very changes they have ostensibly been hired to bring about; for example, they may face criticism and sanctions if they commit too many resources to women's issues or hire "too many women" (although men rarely face criticism for hiring "too many men"). They may thus find it more effective to work on behalf of other women behind the scenes, where such efforts are often invisible and unrecognized by those who benefit. On the other hand, some women administrators are able to address women's concerns directly and openly through their actions and policy recommendations and manage to both find support for and withstand opposition to doing so. Either way, however, they are often very much "on the line" in ways that most male administrators are not (a notable exception being male administrators who are members of minority groups).

- *Access.* To facilitate changes that will make institutions more hospitable to women, more women need to be in positions of power and influence. Access to top leadership positions is still a problem for women, in general, and for minority women, in particular. Until such positions are shared more equally by both sexes, the strengths, talents, and concerns of women will not receive the attention they deserve.

Women Faculty

Women faculty may face special difficulties in the following ways:

- *In some instances women are assigned heavier courseloads of introductory classes than men of the same rank.*[83] This pattern not only gives women less time to pursue research, but it may also give the message to them and others that their time is worth less than that of men and that they are not expected to put as much effort into original scholarship. Moreover, whatever success a woman might have in teaching these courses will count for less than had she taught upper division courses, which are perceived as more important.
- *Research dollars may not be as readily available to women as to men.* Because of greater informal contact with other men, male faculty may know more about potential funding sources and may not always pass this information on to women as readily. Devaluation of women's abilities also may be a factor.
- *Men are less likely to collaborate with women.* When they do, the women tend to be second authors nearly two-thirds of the time.[84] Others may assume that the "real" work was done by the male author or that the relationship was sexual rather than professional.
- *Women often find it more difficult to have their scholarly work taken seriously.* It may be devalued, trivialized, or ignored.
- *Women faculty may be rated more negatively than their male counterparts in student evaluations.* Sometimes, female students as well as male students may downgrade women professors.[85] Additionally, women may be devalued for having a participatory classroom style rather than the traditional lecture format.[86]
- *Male faculty often feel more collegial with male students than with their own female peers*, and may join together in a way that undermines women's authority and also defines women as outsiders:

> *I was in the hall reading the riot act to one of my students—a . . . basketball star—who had missed several exams. My chairman was walking by, came over, put his arm around my waist, smiled, and said to the student, "Isn't she cute? Don't you just L-O-V-E her?" They both laughed. It took a while to re-establish my professional credibility with this student.*[87]

- *Faculty raises are sometimes based on issues other than merit.* ("Why does she need a raise? Her husband is a full professor in the Engineering School.")
- *Tenure review committees often discredit research on women's concerns, publications in women's studies journals, achievements acknowledged by women's scientific organizations, or scholarship using methodology and paradigms more appropriate to the study of women.*[88]

Women Faculty and Male Students

> *I think female faculty have more trouble, not exactly being respected, but being taken seriously, especially by male students. Male students . . . seem to want to show you they're your equals, sometimes even your superiors.*[89]

> *I have had consistent problems from male students in the form of rudeness, condescension, unruliness, challenges to authority . . . I've been asked about my boyfriend, asked if I had my degree.*[90]

Women faculty often find that male students treat them differently than they treat male faculty. Some students seem to be uncomfortable and unsure of how to relate to professional women; others may put more pressure on women faculty than men for special treatment such as requests for extending a deadline, taking a test late, or help outside of class.

- *Some male students sexually tease women faculty or use sexual innuendos* as a way to avoid the issues when the faculty member raises problems, such as a late paper.[91]
- *Women faculty are sometimes called "honey" or by their first name or other inappropriate terms by male students.* Additionally, male students may make similar inappropriate comments to women faculty about their looks and clothing.
- *Although male students interrupt both male and female faculty more than female students, they interrupt female professors significantly more often than male professors.*[92]

Graduate and Professional Students

I had a man advisor. . . . there was only one woman who taught in the graduate school. . . . [T]he whole time I never did work with any women professors. . . . And I began to think, "Where do I fit in the system if there are no women in it, or very few?"[93]

[If women] do not become proteges of productive, established academicians, do not have resources to carry out their research and scholarly work, do not penetrate collegial networks where useful advice, advocacy and patronage are dispensed, and so forth, they may begin [their careers] with initial disadvantage and find that it grows with time.[94]

Why in the world would you want to be an engineer [doctor, etc.]?

As noted throughout this report, women graduate and professional students face many of the climate issues already identified. However, these concerns are particularly problematic because they occur at a time of transition between being a student and becoming a professional—a time when close, informal work with advisors and peers, access to scarce resources (such as fellowships, assistantships, lab assignments, and special project funds), and learning about one's profession are critical, and when family pressures may be severe.

Women students encounter an increasingly "male" climate the further they advance: there are fewer women faculty and the proportion of women students is often lower than at the undergraduate level. Moreover, they typically have less informal contact with male faculty and with male classmates, receive less encouragement, and are often left to work in isolation with little guidance or support. Despite the fact that they are often highly motivated and often begin graduate study with higher grade point averages than their male classmates, faculty often view women students as less dedicated and less promising.[95] For example, their actual or potential marital and/or parental status may be raised in admission interviews, and throughout the graduate experience, as in the following examples: One woman, applying to a top medical school, was asked if she was sexually active. Another woman, at another school, was asked what she would do if she became pregnant during training. (The question puts the woman in a no-win situation: if she says she would have the baby, she might not be admitted; if she says she would have an abortion, she might offend anyone on the committee who opposes abortion.) A question from another admissions interview was, "What will happen if you earn more than your husband?" In contrast, men are rarely asked questions about how their family life would be affected by their careers, or vice versa.

The doubt about women's future commitment to their careers (which ignores the fact that virtually all women will work for most of their adult lives, regardless of marriage and whether or not they take some time off for children) often translates into less help and encouragement or help given in begrudging fashion.

Students wanting to study or do research on a topic related to women often face discouragement or disparagement—as if the topic of "women" were not a serious area of study. Students at one school who tried to start a graduate women's organization found a male professor at the door writing down the names of students from his department.

Older women students may be viewed as inappropriate students.[96] An irregular work history because of time spent on child rearing or a need to study part-time may be seen as evidence of a lack of commitment. Some faculty may feel especially uncomfortable dealing with students their own age or older. No opportunities may exist for reduced loads for women due to pregnancy or child care responsibilities.

The doubt about commitment, coupled with a lack of encouragement and general devaluation, may explain in part why women graduate students have less self-confidence and express more doubt about their abilities than men,[97] and also receive fewer rewards than their male counterparts. They are more likely to be teaching assistants than research assistants and receive less financial support.[98]

Perhaps the most significant difference, however, is the relative lack of interaction that women students have with faculty (especially in some traditionally male fields).[99] Because members of each sex interact most comfortably with each other, the smaller number of women faculty translates into less contact with faculty for women students, whether it is mentoring or talking about one's research or career plans. Thus graduate and professional women students often experience a particularly damaging isolation at the very time they most need encouragement and support.

Women in Traditionally Male Fields

Every decision affecting a female scientist's career, from admission to graduate school to who gets tenure, is made by more senior scientists who are predominantly male and, in some fields, almost entirely male.[100]

Women students and professionals in traditionally male fields—the sciences, law, medicine, and technical areas—frequently face all of the barriers discussed earlier and additional ones as well. To the extent that women are even newer and fewer than in other areas, there may be an even greater likelihood that men will feel uncomfortable with them (often simply because they are unaccustomed to having women around as potential or actual colleagues).[101] There are some indications that overt sexist behavior is more prevalent in fields where women as faculty and as students are few in number.[102] Examples of the kinds of difficulties women may face in such fields are:

- *Male students and faculty may indirectly or directly disparage women's abilities.* ("Everyone knows women are not good in spatial ability.")
- *Misperceptions based on stereotypes may be prevalent*, such as expecting women in medicine to be more "caring," and steering them to those areas of medicine where "caring" is perceived as being more important (as in pediatrics).
- *Faculty may be less willing to work with women students* because they see women as having less potential and/or because they may be uncomfortable with women.
- *Male peers may intentionally disrupt women's work*, as in the case of a woman whose laboratory equipment was repeatedly decalibrated.[103]
- *Many students, especially those in engineering, math, economics, and science, report difficulties with foreign male students and faculty* who come from cultures where women's role is very circumscribed. They often engage in numerous overt discriminatory behaviors such as sexual harassment, not calling on women students at all, not answering their questions, and openly ridiculing or disparaging women. Students complaining about such treatment often receive no support but are told instead to be "understanding" because that person comes from another culture.

Conclusion

The campus is often chilly for women who work and study there. It is chilly because good will alone is not enough. The lack of awareness, knowledge, and interest about women and who and what they are, about their concerns, as well as the lack of scholarly attention paid to the study of women, communicates to all women that they are outsiders. And because they are outsiders, the campus is a different and far less supportive environment for them than for their male colleagues and peers.

> *There is a gift that "outsiders" often bring to an institution. They are like the little boy in the Tale of the Emperor's New Clothes who was the only one who noticed that the emperor was naked. Women and minorities, precisely because they are outsiders, often bring a fresh point of view to the institution, seeing it with different eyes and coming up with new ideas. If we do not have a supportive environment for them, we waste talent and ultimately the academy is the loser.*[104]

The difficulties that women face in the academic community are not that different from those faced by other professional women in the world at large. If we do not solve them in academe, we will have little hope of solving them elsewhere.

Recommendations

> *It is not enough simply to recognize and to talk about the place of women on this campus. The task of integrating women into the University's definition will not get done automatically. We have hard work ahead. To ask the women to do the work simply compounds our struggles.*[105]

Making the life and mission of the college reflective of women as well as men requires work on everyone's part. However, changing the campus climate for women is difficult because many behaviors that make the campus chilly are often below the level of awareness of both men and women. Indeed, the task of fully integrating women into the professional life of colleges and universities is an ongoing challenge—a challenge that women cannot be expected to meet alone, without the awareness and support of all members of the academic community throughout the institution. As one woman faculty member writes:

> *An environment that promotes discussion of differential treatment of women should be encouraged. For example, my department chair treats me very differently from the way he does male members in the department. It is not easy for him to "make pals" with a woman. However, I believe he feels he is treating me exactly the same. I would like to talk with him, but know that this could mean the end of a relationship that's easy with him. Yet, if this kind of discussion were encouraged generally on campus, I could speak with the chair in that context without making a big deal out of it.*[106]

There are many steps that institutions can take to promote this kind of discussion and to evaluate and improve the professional climate for women. Numerous specific recommendations, guidelines for a campus workshop or other activity, and an institutional self-assessment checklist follow.

Policy Recommendations

- *Issue a policy statement that makes it clear that differential treatment of professional women on campus is not appropriate and will not be tolerated.* Include examples of specific kinds of behavior that constitute differential treatment. Distribute the statement to all members of the campus community: publish it in the student newspaper, the faculty bulletin and handbook, and materials distributed to all new employees at all levels.
- *Educate all members of the academic community—including board members, administrators, faculty, students, and staff—about professional climate issues;* the various forms differential treatment takes; and the institution's commitment to ensure equitable treatment. Use workshops, presentations, informal discussions, and written materials such as this paper and those listed in Resources.
- *Establish a permanent committee to explore and report on professional climate issues,* and to make campus-wide recommendations. Include women faculty, administrators, upper level students, and sympathetic men.
- *Designate a particular person (such as ombudsperson) or office to be responsible for institution-wide efforts to ensure an equitable professional*

climate, and provide that person direct access to top administrators, preferably the president. The Massachusetts Institute of Technology and many other institutions do this.

- *Hire more women at all levels, including top administrative ranks, and promote more women into senior and tenured positions.*
- *Evaluate all cutbacks in staff and programs* to ensure that the burden does not fall disproportionately on women, including minority women.
- *Work to have more women on governing boards*; support their efforts to familiarize themselves with climate concerns as an integral part of their responsibility to the institution; and aid them in working with women administrators, faculty, and graduate students who have day-to-day knowledge about the issues facing professional women on campus. Be sure, however, that not only women are expected to take responsibility for climate concerns.[107]
- *Adopt a nonsexist language policy* to cover all written and verbal institutional communications. Numerous institutions such as the University of New Hampshire, and Montgomery College (MD) have done so.
- *Ensure that complaint procedures for students, faculty, and staff can accommodate subtle differential treatment as well as overt discrimination.* Emphasize establishing a confidential procedure for airing concerns and a means of providing informal feedback to those whose behavior is unprofessional. The procedure should have both formal and informal components. Several hundred institutions have devised procedures of this sort.
- *Publish an annual report on progress in regard to women on campus*, including the climate for women.

General Recommendations

- *Regularly gather data by sex, race, and age* covering areas such as salary, benefits, promotional analyses, special perquisites, awards, grants, courseload, advising load, committee assignments, and so on to determine if men and women at all ranks and within all units are treated equitably with regard to responsibilities and rewards. Gather anecdotal as well as statistical information, and include part-time and temporary faculty, visiting lecturers, and postdocs.
- *Ensure that all efforts to improve the climate for women recognize the special concerns of minority women.*
- *Survey and/or interview women and men faculty and administrators, as well as graduate and professional students, to assess the climate for professional women on campus and in the community.* Massachusetts Institute of Technology, Smith College (MA), University of New Hampshire, Dartmouth College (NH), and others have examined the climate for women.
- *Use offices and structures already in place to evaluate professional climate*, such as the faculty development program, the affirmative action office, committees or commissions on the status of women, women's studies coordinating committees, graduate student organizations, and similar units.
- *Sponsor formal and informal campus programs that address the professional climate for women.* Retreats, major faculty meetings, college-wide forums, lecture series, and department meetings might also be used to focus on professional climate issues. Texas Tech University, for example, focused on climate issues in its annual Conference on the Advancement of Women Faculty. Others have used less formal occasions. The College of St. Benedict and St. John's University (MN) sponsored on ongoing breakfast series called "Listening to Women's Voices." Volunteer panel participants wrote brief papers on an issue of concern, circulated papers to all faculty and staff, and discussed issues with interested persons over breakfast.
- *Evaluate campus media*, including the college catalogue, to ensure that women and men are identified similarly with regard to name and title, and that women and their activities are included in photographs and articles.
- *Build institutional supports for both women and men to help them balance professional and family responsibilities*, such as ample maternity and paternity leaves, child care services, flexibility in tenure time-frames to allow for starting a family, and so on.
- *Foster mentoring opportunities for women at all levels* (see "Academic Mentoring for Women Students and Faculty" in Resources).
- *Bring women to campus as visiting scholars.* This will afford women in isolated departments an opportunity for professional interchange; give men on campus the chance to work with women who are established experts; and aid departments in identifying and hiring women. The University of Delaware provides departments with matching funds to bring noted women scholars to campus.[108]
- *Recognize women's accomplishments*, for example, by awarding honorary degrees to women, inviting women to be commencement speakers and colloquia chairs, and to give other public lectures and presentations.
- *Develop and distribute information about the professional climate for women in general and on your campus*, along with recommendations appropriate for adaptation by your institution.
- *Especially in institutions in isolated environments, be sensitive to the social needs of those professionals who do not fit the campus "norm,"* usually white and married, with the male's career taking precedence. Support the efforts of single, female and/or minority professionals to create supportive social groups within the community. Be flexible about their needs to adapt in other ways such as living some distance from campus to be nearer to a more congenial environment.

Recommendations For Department Chairs and Other Key Administrators

Administrators can play a critical role by providing leadership, legitimizing women's issues, and rewarding people who constructively handle women's (and minority) concerns. Administrators often set the tone for others to follow. For example, they can help department chairs recognize that they can play a key role in improving the professional climate for women within their departments. As one observer writes, "Academic chairpersons, as administrators and as leaders in their departments . . . can review departmental policies and practices to ensure that such do not discriminate; utilize an evaluation process that is both nonsexist and fair; influence department choices to include women and women's issues."[109] Several specific suggestions of the many that are possible follow. (Chairs will also want to read the recommendations specifically related to Search, Promotion, and Tenure Committees, page 19.)

- *Make the creation of an equitable professional climate for women a clear priority*, and reinforce it by public statements and personal behavior.
- *Include women in informal professional and social activities*, and demonstrate by your own behavior the appropriate treatment of women as colleagues.
- *Give personal and institutional support to the new scholarship on women* and those who are engaged in women's studies research such as public statements; budget for activities such as program development, research, and conferences; and released time.
- *Support formal and informal networks of women.* (For more information, see "Academic Mentoring for Women Students and Faculty" in Resources.)

- *Periodically evaluate your unit to ensure that women and men are treated equitably* with regard to such items as courseloads, advising responsibilities, committee assignments, research and teaching assistants, and access to secretarial and other support services.
- *Avoid asking women to fulfill stereotypically "feminine" roles not in keeping with their professional status;* e.g., routinely asking women to act as secretary at meetings, or to take care of coffee or refreshments.
- *Make a particular effort to provide women with ongoing feedback*—both positive and negative—about their work. (Many women faculty find that the annual evaluation affords their only opportunity for a discussion of their performance.)
- *Seek out outstanding women at professional meetings* as a way of identifying potential candidates long before a search begins.
- *Make equitable treatment of women and minorities part of the formal reward structure.* For example, when evaluating performance, give commendations to individuals and extra positions to departments that excel in this area.

Recommendations Concerning Search, Promotion, and Tenure Committees

- *Devise strategies to actively seek potential candidates;* e.g., specifically asking colleagues to nominate women as well as men, building contacts with persons known to be interested in women's advancement and women's issues, such as women's caucuses in the various academic disciplines, women's advocacy offices in educational associations, and other women's networks.
- *Be as creative and resourceful in seeking women candidates as in seeking any other person perceived as hard to find or hard to get.*
- *Appoint a subcommittee to explore professional climate issues.*
- *Familiarize the committee with ways that women may be evaluated differently in search and evaluation processes.* For example, have committee members read and discuss resources such as this paper, *Seeing and Evaluating People,* and similar materials (see Resources).
- *Publicly remind committee members about these issues* by developing guidelines to ensure that candidates are treated fairly on the basis of sex. Guidelines might be based on questions such as:
  - Are all candidates asked roughly the same questions and given the same information?
  - Do all candidates meet with people at the same level?
  - Are men and women entertained in a similar manner and at the same level? For example, are they taken to similar kinds of restaurants?
  - Are late offers made more often to women than to men?
  - Are dissenting votes noted?

Guidelines have been developed by some institutions and professional organizations.

- *Be aware of differences in discussions about women's and men's qualifications and background, and take steps to remedy inequities.* Be aware of the pattern of focusing on the *potential* of male candidates and the *deficiencies* of female candidates. Ensure that balanced evaluations on all criteria are given.[110]
- *Examine criteria—including those that seem fair on their face—to ensure that they do not inadvertently discriminate against women, and that they are indeed related to the position.* Some institutions give substantial weight to particular kinds of experience or accomplishments from which women have been excluded, such as having been a Rhodes scholar in the days when women were not considered.
- *Devise a rating scale* for credentials or otherwise ensure that criteria used to evaluate credentials for various positions do not unconsciously downgrade women's accomplishments.[111]
- *Conduct workshops on hiring.* Kenyon College and Denison University (both of OH) have done this.
- *Evaluate plans for social events and other informal aspects of candidates' campus visits* to ensure that they are not inappropriately geared to married male applicants in ways that would be awkward for those who are neither married nor male. There may be issues which various kinds of "minority" candidates (female, single, handicapped, racial or ethnic) might wish to explore. Particularly if the hiring department is overwhelmingly white married males, an opportunity to meet others on campus who are not white married males should be offered.
- *Conduct "exit" interviews with minority and women faculty who are not hired* to evaluate whether female candidates have been treated differently in introductions, interviews, presentations and related settings. Similarly, conduct exit interviews with women who leave for other jobs or because they do not get tenure, in order to find out to what degree climate issues may have been involved.

Recommendations Concerning Meetings

See also "Recommendations for Individuals" for strategies on how to deal with interruptions, sexist comments, and similar communication problems that may occur in any setting, as well as "Recommendations for Department Chairs and Other Key Administrators" and other sections that involve meetings.

- *Be certain that women are notified of meetings,* that their presence and comments are appropriately included in the minutes, and that they are identified by title if titles are used to identify their male colleagues.
- *When chairing or participating in meetings, avoid behaviors (such as interrupting) that can inhibit women's participation,* and take positive steps (such as responding to or crediting women's comments, for example, "As Dean Smith pointed out . . .") to recognize and encourage women.
- *Avoid sexist language,* such as using the generic "he" ("The candidate we are seeking will show that *he* is qualified by . . ."), referring to women as "girls," and so on. Many institutions, such as the University of New Hampshire and Franklin and Marshall College (PA), have developed guides for both verbal and written communication (see Resources).
- *Make it clear that sexist humor and comments that intentionally disparage women either individually or as a group (e.g., "You can hire her if you want, but I'd rather have her body than her mind") will not be tolerated in meetings.*

Recommendations Concerning Special Groups of Women

- *Designate specific offices and staff members such as ombudspersons to be responsible for evaluating and reporting on climate concerns* of women graduate and professional students, minority women, lesbian women, and women in traditionally male fields to ensure that these groups are not overlooked in general efforts to improve climate.
- *Gather data—statistical and other—to evaluate the climate* for these groups.
- *Support the establishment of campus organizations for women from special groups,* for example, women postdocs, to counter the effects of isolation and to provide support and information.
- *Ensure that programs aimed at minorities make a special effort to focus on minority women.*

Recommendations Concerning Graduate Students

- *Educate students about the climate for women faculty and administrators* through campus presentations, student-faculty panels, workshops or discussions in residence halls, and so on. (These might include, for example, sharing perceptions about the situation on one's own campus, a discussion of studies in which students have rated articles differently on the basis of sex, or information from research about the impact of sex on teacher evaluation.)[112]
- *Increase students' awareness by incorporating into appropriate courses information about the differential perception and treatment of women in professional and other settings,* as well as the differential valuation of women's and men's communication styles. Such information could be included in courses across the disciplines, such as: Speech/Communications, English, Business, History, Linguistics, Psychology, Sociology, and Women's Studies. (Some departments and interdisciplinary programs might also offer separate courses.)
- *Have graduate students evaluate the department climate with the cooperation of the department.* Women students evaluated the Department of Sociology at Northwestern University (IL) on behalf of the graduate student organization there.
- *Encourage the development of graduate women's organizations.* The Claremont Colleges (CA) have a Graduate Women's Network.
- *When professional women are invited to campus as guest lecturers, have them meet with students specifically to discuss the climate barriers they may have faced and how they approached them.* Women students, especially, may benefit from learning how successful women deal with climate problems, balancing family and career, etc.
- *Provide training (or incorporate into ongoing orientation programs) for foreign-born faculty* as to what behavior is acceptable concerning women students.
- *Provide a mechanism whereby students can raise concerns and complaints about climate issues.*

Recommendations for Professional Development Programs

- *Include professional climate issues wherever appropriate in all workshops sponsored by the office,* and ensure that needs and concerns of women who are minorities, disabled, or members of other special population groups are also addressed.
- *Include professional climate issues and related institutional policies in orientation programs* for all new professionals at every level.
- *Develop specific workshops and other activities about professional climate* tailored for division heads, deans, department chairs, faculty, and others. Involve respected administrators and faculty members, and/or bring in outside consultants to help conduct sessions. (See Workshop Section, p. 21 for suggested approaches.)
- *Include information about the value of diverse teaching styles*—such as more participatory classroom approaches—in activities related to instructional and faculty development programs.
- *Compile written and audiovisual resources about the professional climate* and publicize their availability for use by groups and individuals on campus. (See Resources.)
- *Make audiotaping, videotaping and other such services available to those who wish to analyze their own verbal and nonverbal behavior* and/or to review the professional climate in settings such as department and committee meetings.

Recommendations For Professional Associations and Organizations, and For Consortia

- *Incorporate climate issues, including those concerning minority women, into all activities and programs,* such as speeches and sessions at annual and other meetings, publications, campus consultations, award programs, and so on. The Association of American Colleges, for example, has devoted several sessions at its annual meetings to climate issues.
- *Take special steps to ensure that climate issues for women and minority faculty and administrators are specifically included in training and educational programs for professional advancement.*
- *Sponsor administrative internships and other programs* to encourage and promote women for leadership roles. The American Council on Education's Office of Women in Higher Education, for example, sponsors a National Identification Program that brings together women and top male administrators in order to increase the visibility of women.
- *Identify and collaborate with other organizations and associations,* including the women's caucuses or committees within them, to evaluate and improve the professional climate for women.
- *Conduct a multi-institution survey on professional climate issues.* This might be done through a system-wide office, an association, or a consortium. The Great Lakes Colleges Association, for example, developed its own survey of female faculty experience.
- *Appoint a particular person or office within consortia, associations and systems to monitor the climate for women faculty and administrators.* The Great Lakes Colleges Association has done this through the office of its Women's Studies Coordinator.
- *Stimulate research on issues related to the professional climate for women and minorities* by calling for papers in this area.
- *Offer awards for innovative ideas to improve the professional climate for women on campus.*

Recommendations For Individual Women On Campus

Women cannot solve the general climate issues by their own individual behaviors in specific situations. A public problem needs policy and structural solutions. Nevertheless, women can sometimes alleviate their own discomfort by actively dealing with behaviors that create a chilly climate. Some of the following may be helpful:

- *When instances of differential treatment occur, write down what has happened* to help you identify kinds of differential treatment, determine patterns, and differentiate between what happens to you as an individual and what is based on gender. Additionally, your record will be useful should you wish to pursue the matter further.
- *When overtly sexist comments are made, there are a number of ways to respond,* e.g., ignore, stare down, or pretend to take the comments literally. For example, if asked, "Are you with those girls on the other side of the room?" say you don't understand, ask the person to repeat the question, and follow up with something like, "Oh, I thought you meant there were *children* here!" (Variations on this can sometimes be used *vis a vis* sexist jokes.) Often, saying you don't understand or even asking the person to repeat what was said will cause the speaker to become uncomfortable and to realize the inappropriateness of the comments.
- *If you are interrupted, continue talking and continue looking at the person to whom you are addressing your comments;* do not look at the

interruptor, or say something like, "Just a minute, please. I haven't finished my point."

- *Use humor. Mirror comments:* when a male professor at a seminar referred to a female professor as "a lovely lady" with whom he hated to disagree, she countered by referring to him as "a handsome gentleman," with whom she hated to disagree.
- *When asked to bake cookies for a meeting or to engage in other activities that grow out of stereotyped ideas about women's roles and may not be professionally appropriate, do not feel obligated to say yes.* For example, you could explain that you don't have time and suggest that *all* department members buy snacks for refreshments.
- *If you are asked to pick up an especially burdensome course or to undertake a task that typically goes unrewarded, recognize that refusing the request is one of your options.* Offer to work with others to explore ways to get the task done, such as rotating it.[113]
- *Claim your own accomplishments as a male colleague would his.* If you have published an article, done a successful piece of research, or been promoted, accept due praise rather than "politely" attributing your success to outside factors, such as luck. Make an effort to share the news with those who may play a role in your advancement.
- *Seek out informal contacts*, for example, by arriving early for meetings, and chatting informally with others before business begins. Invite men out to lunch. If you are worried about how others may view this overture, invite another woman or man to make it a threesome.[114]
- *Recognize features of your own speaking and nonverbal style that may be devalued in the higher education setting*, and decide whether or how you might wish to modify them. (You might, for example, ask the faculty development office to videotape a classrooom or public presentation.)
- *If a woman is unfairly criticized in front of you, speak up in her defense.* Otherwise, your agreement is likely to be presumed.[115]
- *Build alliances with other women through support groups and networks* as well as alliances with men and women in your department and division.
- *Give your colleagues, superiors, and others positive feedback for efforts to create an equitable professional climate.* For example, if your chair or vice president goes out of his or her way to include women in informal activities, to make women aware of professional development opportunities, to use nonsexist language, and to insist that overtly discriminatory behaviors not occur within his or her shop, tell the person that you recognize and appreciate the effort.
- *Join and work with groups that can address these issues.*
- *Pick your battles carefully.* It is neither possible nor wise to raise an issue about every instance of differential treatment. One woman, very much aware of myriad kinds of differential treatment that came her way, set a "limit" of dealing with one issue each week.

Recommendations For Individual Men On Campus

The following recommendations are just a few ways individuals can improve the professional climate on campus. Most of these suggestions can be used in a variety of settings—casual conversations, meetings, social occasions, and so on, although individuals need to determine what steps are appropriate and comfortable for them in each situation. Many of the recommendations may apply to both women and men—especially those preceded by an asterisk.

- * *Take care not to evaluate the overall climate for women on your campus on the basis of your own behavior and intentions alone.* While you may be sensitive to subtle bias and take steps to avoid it, other colleagues may not share your level of awareness and concern.
- *Examine your own patterns to determine whether you inadvertently exclude women colleagues from informal activities.* For example: Do you know the names of both men and women colleagues? Do you go to lunch with both men and women? Have you included women colleagues in off-campus activities, such as professional conferences and social events? How much informal time do you spend with male colleagues and with female colleagues?
- * *When writing letters of reference, making introductions, and so on, focus on job-related qualifications, use a similar vocabulary for describing men's and women's traits and accomplishments, and refer to women as you would to men* (whether by title, last name, or first name). Several disciplinary associations and other organizations have published guidelines on how to write (and read) letters of recommendation in order to minimize sex bias. (See, for example, "Sex Equality in the Hiring Process" listed in Resources.)
- *In professional settings, treat women colleagues just as you would treat male colleagues:* for instance, do not confuse social and professional etiquette.
- *Do not invade women's personal space by gestures* such as putting your arms around women. These gestures are often inappropriate in a professional setting, and typically connote dominance and control over the person touched. (In some situations, nonreciprocal touching may be considered sexual harassment.)
- * *Avoid comments that perpetuate stereotypes about women as unsuited to professional roles*, e.g., "She was really *bitchy* because that report was late," as opposed to "He was really angry because that report was late."
- *Mentally test out whether your own language referring to women would be appropriate with men.* For example, few people would say, "John would be a lovely and charming addition to the department."
- *Assume the best when female colleagues work with others.* Too often interchanges between a male and female colleague are viewed as a sexual liaison, and collaboration between women is seen as "plotting" or an indication of lesbianism.
- * *When women offer comments or suggestions, recognize them by responding in some way*—whether to elaborate, modify, or disagree. Any kind of response affords more validation than no response at all.
- *Actively express disapproval of sexist humor, sexual harassment, and other similar behaviors.* Let others know that you consider them inappropriate among colleagues in both formal and informal settings.
- * *Make a special effort to help newly hired women faculty and administrators feel welcome.* For example, offer personal support, clue them in to likely problems, and suggest solutions.[116]

Planning a Campus Program or Workshop On the Professional Climate for Women*

I. Planning a Workshop

One way to use this paper is to develop a series of workshops for various campus groups (e.g., president's cabinet, council of deans, depatment chairs, members of individual departments) or a single large workshop for the entire campus, utilizing these and/or other small groups for maximum discussion and interaction. Several factors need to be considered in determining the best design for a particular campus:

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*by Donna Shavlik and Judith G. Touchton

- The commitment of the chief executive officer to implementing either design is always important, but it is essential in conducting a total campus program.
- If the campus is large, it may not be feasible to conduct one workshop including everyone.
- Working with one group at a time may build momentum for the program, especially if each group has a positive experience.

Whether or not the workshop is small or large, or held in a series of meetings or given in one day, the following will be of help in planning.

ESTABLISH A POSITIVE PHILOSOPHY. Creating a positive environment that helps people to read, hear, and understand climate issues is no easy task. Some ideas that may help:

- Assume that the institution is dedicated to having and producing the most competent persons it possibly can, and that part of being competent is being knowledgeable about the ways various groups, such as women, experience the campus.
- Convey that what is "good for women" also has the potential for improving the campus experience for men by enhancing the communication process, building a more collegial atmosphere, and contributing to the overall learning environment.
- Recognize that there are competing demands on everyone's time, but make the point that the project is a high priority because it contributes to the general welfare of the campus.
- Remember that people are always more receptive to new or somewhat controversial ideas if they are not made to feel incompetent or blamed for their ignorance. This paper on climate issues provides both data and examples of behavior that often cause women to perceive the environment as less supportive than men do, but it does not lay blame. The discussion at the workshop should follow the same principle.

EVALUATE CAMPUS POLITICS. Who carries the most weight in making things happen? Who seems to be the most receptive to and supportive of women's equal status, and who is most recalcitrant? What communication processes are the most effective, for example, directives from superiors, word-of-mouth, invitations followed by phone calls? What resources, both personnel and financial, are available, and how can they be utilized? What processes for implementing change have been most successful in the past?

ASK WHO NEEDS TO BE INVOLVED. Sometimes gathering a small but committed group just to read the paper is the best way to begin planning for change. If the campus seems ready for a program or workshop on the issues presented in the paper, then a decision needs to be made about where and how to begin, and whom to involve.

INVOLVE PARTICIPANTS PERSONALLY IN AS MANY OF THE DEVELOPMENTAL STAGES AS POSSIBLE. Ask and answer questions, visit with people about their concerns, accept where they currently are in their thinking, and help them to take the next step toward understanding.

DEVELOP THE PROGRAM.

- *Identify initial target group:* senior administrators, faculty, or both.
- *Decide nature of the event:* single workshop, series, or campus-wide program.
- *Plan logistics:* set appropriate time and place, select a setting conducive to good interaction, and identify the method of invitation that is most likely to get people to attend.
- *Design format for maximum interaction and discussion time* to deal with the issues and their relationship to the experiences of the participants. (Also see section on content.)
- *Select "faculty" for the event:* Are there people on campus who have the respect of the participants and who are conversant with the issues described in the paper? Would an outside expert be a useful catalyst in introducing the issues? Or, would some combination of the two approaches be best?
- *Decide what you want to come out of the workshop, and how you want to communicate that to participants:* What kinds of knowledge should people gain? What kind of recommendations or plan of action should come from the program? Goals should be as simple and as straightforward as possible, and should be both long-term and short-term. For example, a short-term goal would be to acquaint participants with the range of everyday behaviors that can create a chilly professional climate, and to discuss how these behaviors might be changed. A long-term goal might involve having the tenure and promotion committee look at its policies and procedures in light of the issues raised in the paper. A plan of action should address continuing the learning process regarding climate issues, carrying out studies about these issues, and/or implementing recommendations emanating from the workshop.

PLAN THE CONTENT.

A. **Identify core issues:**

- Access and advancement of women faculty, administrators, postdocs, and graduate students. How are women in each of these categories coping with institutional barriers and everyday encounters that prevent equal access and advancement;
- Special impact of the inequities with regard to minority status, sexual preference, and those with physical disabilities;
- Perceptions of women's competence. Here it is important to help people, men and women alike, understand that perceptions of competence are often influenced by factors other than merit and by traditions and customs that are not necessarily those that are best or most appropriate;
- Expanding concepts of acceptable roles for women. Recognizing the reluctance of groups to place women in leadership roles because "we're not ready for a woman yet" emphasizes the continuing need to address this issue;
- Negative impact of the chilly climate for women upon the entire institution, resulting in wasted talent, reduced productivity, less opportunity for the campus to be enhanced by new ideas, lack of appropriate role models for women and men students, and so on.

B. **Include national and institutional data:** National data are available on the numbers, remuneration and enrollment of women. These data should be juxtaposed to the data on your own campus and both sets of data should be presented in order to substantiate the nature and extent of the problem.

C. **Analyze structural barriers:** A systematic and careful analysis of the various structures, policies, and practices that prevent the full participation of women in the academy should be included and may begin with some of the sharing that takes place when covering the core issues.

D. **Create a plan of action to eliminate these barriers.**

E. **Explore new methods of learning and presentation:** Most programs, seminars, workshops, and conferences employ standard methods of teaching and learning. Since the material being dealt with in this paper is both difficult and controversial, creating some new ways to present the information may prove fruitful. Case studies, quizzes, imaging, skits, role-playing, use of self-assessment tools, institutional evaluation instruments, and other already-prepared materials may provide alternatives for helping people understand and respond to the issues raised in the paper.

II. Workshop Outline

The following workshop outline was tested by a group of faculty and administrators from Washington, D.C., area colleges and universities, and executives from higher education associations in the spring of 1986. (Specific time and other logistical items are omitted from this outline in the interests of space, and because each campus or educational group will wish to plan these items according to their specific needs.)

WELCOME AND HOSPITALITY: Creating the right atmosphere for beginning the workshop sets the tone for what follows. Begin with an opportunity for participants to meet and greet each other on an informal basis, with food and drink. Anything that can be done to facilitate conversation and increase the comfort level should be done. Name tags, name tents to identify persons sitting at tables, and someone who knows most of the persons present and can handle introductions will help create a good learning atmosphere.

INTRODUCTION TO THE WORKSHOP: Planners should explain that the purpose of the workshop is to talk as frankly and openly as possible about reactions, experiences, and feelings about the paper and other materials distributed prior to the workshop in order to assess the climate for professional women on campus, and to design a plan for improving that climate where necessary. This central purpose should be prominent in the information sent out encouraging people to attend the workshop, but it also needs to be discussed at the beginning of the workshop in greater detail, with particular attention to some of the more commonly recognized issues on campus used as examples. After explaining the purpose, the presenter should go over the schedule for the day, and end with a statement about the possible outcomes for the program.

REMARKS BY THE PRESIDENT: A major part of conveying the importance of working on climate issues is the active participation and involvement of the president or highest ranking college official in a particular division. Following the presentation of the purpose of the workshop, the president should make an opening statement about the institution's official commitment, as well as the leader's personal commitment to creating a healthy and productive environment for professionals and graduate students on campus. This commitment is one of the most critical elements for improving conditions for women and minority men on campus.

SESSION TO INCREASE INDIVIDUAL AWARENESS AND ACTIONS TO BE TAKEN: A major part of the workshop should concentrate on the unwitting and subtle but nevertheless invidious behaviors that women face on campus, and what individual people can do about changing their own and others' behavior. The trial workshop used a panel to provide a common experience for participants, short self-administered tests and small group discussions with carefully selected group leaders who were well-versed in climate issues.

Panelists and discussion leaders should be chosen not only for their expertise but also because of the esteem in which they are held by their colleagues. When they speak it is crucial that their opinions be respected. If an outside person might command greater authority, then the initial presentation could be made by such a person. The presentation needs to include information from the paper, other resources documenting the concerns of women, and as much information as possible about the particular campus. Small group discussions should follow the presentation, with facilitators chosen in advance and with specific questions for the group to address.

Following this session, there should be a meal or other social occasion where participants can exchange information and talk informally with colleagues about their own ideas and feelings regarding the information they have just received and thought about.

SESSION ON INSTITUTIONAL STRUCTURES, POLICIES, AND PRACTICES AFFECTING PROFESSIONAL WOMEN AND GRADUATE STUDENTS: This session should begin with a presentation of information from an assessment of the institution done by the planners prior to holding the workshop (see page xx for a sample institutional self-assessment). The presenter again should be someone whose credibility with the participants is high.

The content of this presentation should stress periodic evaluation of the institution to ensure that it is indeed fair and equitable. Anecdotes or empirical observations that illustrate the points made in the paper and are campus specific will also be helpful in aiding discussion and developing plans to improve inequities. In the subsequent small discussion groups, participants should be asked to suggest a list of priorities to include in the action plan.

SESSION ON ESTABLISHING PRIORITIES FOR INSTITUTIONAL ACTION: The last session should focus on what the institution needs to do next. Each small group should report its list of priorities, and the facilitator for this session should then help the total group translate these priorities into an action plan. (The action plan may have to be subsequently refined by a smaller group after the workshop, and then shared with the participants before being implemented.) The plan should contain both short-term and long-term goals and include timetables for all actions.

EVALUATION: Provide people with an opportunity to give their reactions to the workshop. Develop a short survey for participants and plan for participant discusison and/or discussion by planners after the workshop.

FOLLOW-UP ON THE PLAN OF ACTION: Whether or not anything changes as a result of the discussions held and decisions made depends in large measure on institutional follow-up. Planners need to decide possible follow-up activities.

Brief Institutional Self-Evaluation Questionnaire*

The following questionnaire highlights some of the areas institutions will want to evaluate in order to improve the climate for women faculty, administrators, and graduate and professional students. It can also be used in conjunction with workshops to improve the professional climate described on p. 21. Many of the recommendations listed in this paper might also be used for self-evaluation. A more detailed checklist, with questions geared to five separate categories including social-educational climate, is available in the *Institutional Self-Study Guide on Sex Equity For Postsecondary Institutions*, listed in the Resource section of this paper.

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*by Donna Shavlik and Judith G. Touchton

I. Institutional Information

Is information such as the following collected, disseminated, and reviewed on a regular basis? (All data should be collected by sex, race and ethnicity, e.g., Asian American women, Black women, Hispanic women, American Indian women, white women.)

- What is the number and percentage of women and men faculty by rank in each department and division? What are the promotion rates for women and men in each category?
- What is the number and percentage of women and men at the various administrative levels?
- What is the number and percentage of women trustees?
- What is the number and percentage of women and men students in each major and at each degree level?

II. Structural Issues

What structures are already in place that could support efforts to build a good climate for women on campus (including minority women, older women, and disabled women)? Examples: women's commission; women's studies program; women's center; research institute on women; Title IX officer; affirmative action office; ombudsperson; support in the office of the president, vice president, and provost; religious counselors; and women's athletics programs.

If there is a systems office or central administration above the president or chancellor, how does this office or administration provide encouragement and support for the development of special programs to enhance women's opportunities? What are some recent examples of such support?

What structures and policies at the governing board level allow, recognize, or require institutional policies and practices that foster women's full and equitable involvement in the institution? Do they exist on paper, in practice, or both? What are some examples?

Are there policies concerning issues such as sexual harassment and sexist language? Are there materials describing programs and services for women?

III. Other Assets

What other assets does the campus have with respect to addressing equity issues for women? Have there been any studies, workshops, or conferences dealing with climate issues? What concerns and complaints are being raised? Are there specific faculty or administrative leaders who are visibly concerned with issues of equity and opportunity for women? Which other women—and men—are willing to take leadership roles in dealing with these challenges? Is there recognition of the need to work informally as well in official coalitions and alliances with a wide variety of campus interest groups?

IV. Student Issues

Are attrition rates for graduate and professional students studied by sex, race, and ethnicity? If they vary, how does the institution respond?

Are there special efforts made (such as in recruiting, financial aid, part-time studies, and other programs) to accommodate older students? Is campus child care available?

Do programs aimed at minority students make special efforts to reach and serve minority women?

V. Faculty and Administrator Issues

How does the institution address a lack of women where it exists in specific departments and divisions? Is there a well-implemented plan?

Does the institution, its departments and divisions, review (by sex, race, and ethnicity) issues such as the following where inequities which may occur between men and women: salaries, teaching load, number of advisees, committee loads, promotion rates, allocation of space and equipment, travel money, and released time for conferences and institutes?

Are there provisions to help faculty and other staff who have parental responsibilities: Are there part-time tenure ladders? Is maternity leave and child rearing leave available?

VI. Curriculum Issues

Is the institution engaged in efforts to transform the curriculum to include the new scholarship on women? If not, what are the effective structures to encourage the process?

VII. Obstacles

What factors serve as obstacles to women's full and equitable participation, such as structure, policies, informal practices, etc.?

VIII. Other Major Factors

What other factors may be relevant, such as in-service training programs on climate issues for faculty and staff, mechanisms for airing concerns, and providing feedback about climate issues?

Selected List of Resources

Publications

American Council on Education. "Women in Academic Departments: Uneasy Roles, Complex Relationships." *The Department Advisor*, Vol. 1, No. 2, Summer 1985. "Sex in the Department." *The Department Advisor*, Vol. 1, No. 5, Spring 1986. Single issues of *The Department Advisor* are available for $8.00 from *The Department Advisor*, P.O. Box 12635, Denver, CO 80212.

American Council on Education (ACE), Office of Women in Higher Education. "Statement on Educational Diversity, Equality, and Quality." *Self Regulation Initiatives: Guidelines for Colleges and Universities*, No. 9, December 1984. Available free from ACE, 1 Dupont Circle, NW, Washington, DC 20036. Please send a stamped, self-addressed envelope with your request.

American Council on Education (ACE) and the Association of Governing Boards of Universities and Colleges. *Deciding Who Shall Lead: Recommendations for Improving Presidential Searches*. 1986, 15 pages. Available for $3.00 (prepaid) from ACE, Office of Women in Higher Education, 1 Dupont Circle, NW, Suite 829, Washington, DC 20036.

Association of American Colleges, Project on the Status and Education of Women (AAC/PSEW). The following publications are available from AAC/PSEW, 1818 R St., NW, Washington, DC 20009. Bulk rates are generally available.

Bogart, Karen. *Toward Equity: An Action Manual for Women in Academe*. 1984, paperback, 260 pages. Available for $17.00 (prepaid) from AAC/PSEW.

Bogart, Karen, et al. *Institutional Self-Study Guide on Sex Equity for Postsecondary Institutions*. 1981, 5 pamphlets and user's guide, approximately 100 pages. Available for $10.00 (prepaid) from AAC/PSEW.

Ehrhart, Julie K. and Bernice R. Sandler. *Women in Traditionally Male Fields*. In press.

Hall, Roberta M. and Bernice R. Sandler. *Academic Mentoring for Women Students*

and Faculty: A New Look at an Old Way to Get Ahead. 1983, 16 pages. Available for $2.00 (prepaid) from AAC/PSEW.

Hall, Roberta M. with Bernice R. Sandler. *The Classroom Climate: A Chilly One for Women?* 1982, 22 pages. Available as part of a packet of materials on climate issues for $7.00 (prepaid) from AAC/PSEW. (A related paper, *Selected Activities Using "The Classroom Climate: A Chilly One for Women?"* which describes campus projects, is available as part of the packet.)

Hall, Roberta M. and Bernice R. Sandler. *Out of the Classroom: A Chilly Campus Climate for Women?* 1984, 20 pages. Available as part of a packet of information about climate issues for $7.00 (prepaid) from AAC/PSEW.

Fisher-Thompson, Jeanne. *Re-entry Women and Graduate School.* 1980, 10 pages. Available as part of a packet of information about re-entry women (Re-entry Packet #2) for $5.00 (prepaid) from AAC/PSEW.

Ehrhart, Julie K. *Minority Women's Organizations and Programs.* Available as part of a packet of materials on minority women for $3.00 (prepaid) from AAC/PSEW.

Recommendations from "Liberal Education and the New Scholarship on Women." 1982, pages. Available for $1.00 (prepaid) from AAC/PSEW.

Benokraitis, Nijole V. and Joe R. Feagin. *Modern Sexism.* 1986, paperback, 187 pages. Available for $14.95 from Mail Order Sales, Prentice-Hall, 200 Old Tappan Rd., Old Tappan, NJ 07675.

Clark, Shirley M. and Mary Corcoran. "Perspectives on the Professional Socialization of Women Faculty: A Case of Accumulative Disadvantage?" *Journal of Higher Education,* Vol. 57, No. 1 (Jan/Feb 1986) pp. 20-43.

Female graduate students and research staff in the Laboratory of Computer Science and the Artificial Intelligence Laboratory at MIT. "Barriers to Equality in Academia: Women in Computer Science at MIT." 1983, 44 pages. A limited amount of copies are available free by writing to Marilyn Pierce, Department of Electrical Engineering and Computer Science, MIT, Cambridge, MA 02139.

Fox, Mary Frank, ed. *Scholarly Writing and Publishing: Issues, Problems and Solutions.* 1985, 170 pages. Available in paperback for $16.50 or hardcover for $35.50 from Westview Press, 5500 Central Ave., Boulder, CO 80301.

Fox, Mary Frank. "Women and Higher Education," *Women: A Feminist Perspective,* Jo Freeman, ed. 1984, 615 pages. Available for $21.95 from Mayfield Publishing Co., 285 Hamilton Ave, Palo Alto, CA 94301.

Geis, F.L., M.R. Carter, and D.J. Butler. *Seeing and Evaluating People.* 1982, paperback, 86 pages (text), $4.00; and 22 pages (summary pamphlet), $1.00. Available from the Office of Women's Affairs, University of Delaware, 219 McDowell Hall, Newark, DE 19716.

Great Lakes College Association (GLCA), Women's Studies Program. "Survey of Female Faculty Experience" and "Work in Progress: Two GLCA Self-Studies on Equity for Women Faculty," 1985, 17 pages. Available for $1.00 (prepaid) from GLCA, 2929 Plymouth Road, Suite 207, Ann Arbor, MI 48105. Please make checks payable to GLCA Women's Studies.

Henley, Nancy. *Body Politics: Power, Sex and Nonverbal Communication.* 1977, paperback, 214 pages. Available for $3.95 (hardcover $10.95) from Prentice-Hall, Inc., Mail Order Sales Dept. 200 Old Tappan Rd., Old Tappan, NJ 07675.

International Association of Business Communicators (IABC). *Without Bias: A Guidebook for Nondiscriminatory Communication.* 1977, 200 pages. Available for $15.95 from IABC, 870 Market St., Suite 940, San Francisco, CA 94102.

Journal of Social Issues, Vol. 41, No. 4, 1985. Entire issue devoted to "Sex Discrimination in Academe." Available for $14.50 for single back issue or by subscription ($80.00 for institutions, $25.00 for individuals) from *Journal of Social Issues,* Plenum Publishing Corporation, 233 Spring St., New York, NY 10013.

Kanter, Rosabeth Moss. *Men and Women of the Corporation.* Basic Books, 1977. Available as part of a packet of information which includes the book, an audiocassette and a book summary and essay by Kanter for $34.00 by writing to Goodmeasure, Inc., 330 Broadway, P.O. Box 3004, Cambridge, MA 02139.

Kanter, Rosabeth Moss. *The Tale of O, On Being Different in an Organization.* 1980, paperback, 220 pages. Available for $4.95 from Harper and Row, Keystone Industrial Park, Scranton, PA 18512. A videotape (VHS or ¾") is also available for $380 (rental for 3 days), $680 (original tape, purchase) or $720 (revised edition, purchase) by writing to Goodmeasure, Inc., 330 Broadway, P.O. Box 3004, Cambridge, MA 02139.

Kramarae, Cheris, and Paula Treichler, eds. "Women and Organizational Communication," special double issue of *Women and Language,* Vol. 9, No. 1-2, Fall 1985. Available for $3.00 (prepaid) from *Women and Language* Subscriptions, University of Illinois at Urbana-Champaign, 244 Lincoln Hall, 702 South Wright St., Urbana, IL 61801. (Regular subscriptions are $7.00 per year.)

Leach, Alicia E. and Michele Aldrich. *Associations and Committees of or For Women in Science, Engineering, Mathematics and Medicine.* 1984, 35 pages. Available for $1.00 from the Office of Opportunities in Science, American Association for the Advancement of Science, 1333 H St., NW, 10th floor, Washington, DC 20005.

Mayo, Clara and Nancy M. Henley, eds. *Gender and Nonverbal Behavior.* 1981, hardback, 265 pages. Available for $31.00 from Springer-Verlag, 44 Hartz Way, Secaucus, NJ 07094. ISBN #0-387-90601-0.

Ramaley, Judith, ed. *Covert Discrimination and Women in the Sciences.* 1978. Westview Press, Boulder, CO. Out of print.

Rose, Suzanna, ed. *Career Guide for Women Scholars.* 1986, hardcover, 192 pages. Available for $16.95 from Springer Publishing Co., 536 Broadway, New York, NY 10012.

Shavlik, Donna and Judith G. Touchton. "Challenging the Assumptions of Leadership: Men and Women of the Academy." *New Directions for Higher Education, No. 22.* 1978, pp. 95-106. Single copies are available free by sending a stamped ($.39), self-addressed envelope to the Office of Women in Higher Education, American Council on Education, 1 Dupont Circle, NW, Suite 829, Washington, DC 20036.

Thorne, Barrie, Cheris Kramarae and Nancy Henley, eds. *Language, Gender and Society.* 1983, paperback, 342 pages. Available for $12.75 from Harper and Row, Keystone Industrial Park, Scranton, PA 18512.

Tinsley, Adrian, Cynthia Secor, and Sheila Kaplan, eds. *Women in Higher Education Administration.* 1984, 96 pages. Available for $8.95 (prepaid) as Sourcebook HE45, New Directions for Higher Education Series, from Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104. Bulk rates are also available.

Women's Commission Committee on Faculty Retention. *Closing the Revolving Door: The Retention of Women in Higher Education.* President's Commission on the Status of Women, University of New Hampshire, 1981, 38 pages.

Zappert, Laraine T. and Kendyll Stansbury. "In the Pipeline: A Comparative Analysis of Men and Women in Graduate Programs in Science, Engineering and Medicine at Stanford University." 1984, 2 pages. Single copies are available free by writing News and Publications Service, Stanford University, Press Courtyard, Santa Teresa St., Stanford, CA 94305-2245.

Organizations

Association for Women in Science
Diana Tyeer
2401 Virginia Ave., NW, Suite 303
Washington, DC 20037
(202) 833-1998

Association of Black Women in Higher Education
Jacqueline A. Kane
30 Limerick Dr. Albany, NY 12204
(518) 465-2146

Committee on the Career Advancement of Minorities and Women
Virginia Carter Smith, Vice President
Council for the Advancement and Support of Education (CASE)
11 Dupont Circle, NW, Suite 400
Washington, DC 20036
(202) 328-5930

HERS-Mid-America
Cynthia Secor, Director
University of Denver
Colorado Women's College Campus
Denver, CO 80220
(303) 871-6866

Hispanic Women in Higher Education
Sylvia Castillo and Cecelia Preciado-Burciaga, Co-Chairs
Dean of Student Affairs
323 Old Union
Stanford University
Stanford, CA 94305
(415) 497-2733

National Identification Program (ACE/NIP)
Donna Shavlik, Director
Office of Women in Higher Education (ACE)
American Council on Education
1 Dupont Circle, NW, Suite 829
Washington, DC 20036
(202) 939-9390

National Women's Studies Association
Carol Combs
University of Maryland
College Park, MD 20742
(301) 454-3757

National Association for Women Deans, Administrators and Counselors
Patricia Rueckel, Executive Director
1325 18th St., NW, Suite 210
Washington, DC 20036
(202) 659-9330

Office of Opportunities in Science
Shirley Malcom, Director
American Association for the Advancement of Science
1333 H St., NW, 10th floor
Washington, DC 20005
(202) 326-6680

Women's Committee
Council of Graduate Schools in the U.S.
Joyce Lawrence
Dean of Graduate Studies and Research
Appalachian State University
Boone, NC 28608
(704) 262-2130

Women's Studies Program
Kate Loring, Coordinator
Great Lakes Colleges Association
2929 Plymouth Rd., Suite 207
Ann Arbor, MI 48105

Notes

[1] Unless otherwise cited the data are drawn from Claire Etaugh, "Women Faculty and Administrators in Higher Education: Changes in Their Status Since 1972," *Journal of the National Association for Women Deans, Administrators and Counselors*, Fall, 1984, pp. 21-25.

[2] "The Annual Report on the Economic Status of the Profession, 1985-86," *Academe*, Vol. 72, No. 2, March-April 1986, p. 10.

[3] *Ibid.*, p. 15.

[4] National Center for Education Statistics, 1982, as reported in Lois Weis, "Progress But No Parity: Women in Higher Education," *Academe*, Vol. 71, No. 6, November-December, 1985 p. 30.

[5] Robert J. Menges and William H. Exum, "Barriers to the Advancement of Women and Minority Faculty," *Journal of Higher Education*, Vol. 54, No. 2, March/April, 1983, p. 127.

[6] Myrtis Hall Mosley, "Black Women Administrators in Higher Education: An Endangered Species," *Ivy Leaf*, Spring 1982, p. 21, reprinted from *Journal of Black Studies*, Vol. 10, No. 3, 1980.

[7] Women who hold postdoctoral fellowships or who are research associates, as well as other temporary faculty, generally face the same problems.

[8] Roberta M. Hall with Bernice R. Sandler, Association of American Colleges, Project on the Status and Education of Women, 1982.

[9] Roberta M. Hall and Bernice R. Sandler, Association of American Colleges, Project on the Status and Education of Women, 1984.

[10] The concept of micro-inequities was developed by Mary P. Rowe in "The Saturn's Rings Phenomenon: Micro-Inequities and Unequal Opportunity in the American Economy," in Patricia Bourne and Velma Parness, eds., *Proceedings of the National Science Foundation's Conference on Women's Leadership and Authority*, University of California, Santa Cruz, CA, 1977.

[11] Unknown source.

[12] Rose Bird, California Supreme Court Justice, as quoted in the *Washington Post*, April 8, 1986, p. C-4.

[13] Annette Atkins, "The Camels are Coming, the Camels are Coming," *St. John's Magazine* (Collegeville, MN), Winter, 1983, p. 9.

[14] Letter from Mary P. Richards, Acting Associate Dean, College of Liberal Arts, University of Tennessee, 1986.

[15] See, Florence Howe, Suzanne Howard and Mary Jo Boehm Strauss, eds., *Every Woman's Guide to Colleges and Universities*, (Old Westbury, NY: The Feminist Press), 1982. The *Guide* rates institutions in terms of importance to women, such as the number of women faculty.

[16] "Survey of Female Faculty Experience," Great Lakes Colleges Association, 1983-84.

[17] For a discussion of these and related issues, including a research overview, see F.L. Geis, M.R. Carter, and D.J. Butler, *Research on Seeing and Evaluating People*, Office of Women's Affairs, University of Delaware, Newark, DE, 1982.

[18] See, for example, Betty Lehan Harragan, "Beyond Etiquette," *Working Woman*, January, 1985, pp. 86-88.

[19] See, for example, Margaret-Mary Franz, "A Study of Letters of Recommendation" *Sociologists for Women in Society Network*, Vol. 13, No. 1, Jan. 1983.

[20] Linda L. Nielsen, "Alchemy in Academe: Coping Strategies for Female Faculty," *Handbook for Women Scholars*, Center for Women Scholars, San Francisco, CA, 1980, p. 9, as cited in Women's Commission Committee on Faculty Retention, *Closing the Revolving Door: The Retention of Women in Higher Education*, University of New Hampshire, 1981, p. 16.

[21] See, for example, Norman Goodman, et al., "The Academic Couple in Sociology: Managing Greedy Institutions," in Walter W. Powell and Richard Robbins, eds., *Conflict and Consensus*, (New York: New York Free Press), 1984, p. 254.

[22] See, for example, "Sexism in Letters of Recommendation: A Case for Consciouness Raising," *MLA Newsletter*, September, 1972. Also, see note 20.

[23] John B. Bennett and Madeline Green, "The Subtler Side of Sexism," *Educational Record*, Winter 1983, p. 60.

[24] Adapted from Bettina Huber, "How to Tell a Business Man From a Business Woman," *Washington Equal Times*, Vol. 5, March 1984.

[25] Nijole V. Benokraitis and Joe R. Feagin, *Modern Sexism, Blatent, Subtle and Covert Discrimination* (Englewood Cliffs, NJ: Prentice-Hall), 1986, p. 66.

[26] Mary Ellen S. Capek, "The Last Word," *AGB Reports*, Nov./Dec. 1984, p. 47.

[27] For a detailed discussion, See Geis, Carter and Butler, *Research on Seeing and Evaluating People*.

[28] Philip Goldberg, "Are Women Prejudiced Against Women?" *Trans-Action*, Vol. 5, 1968, pp. 28-30. Several more recent studies have confirmed Goldberg's findings. Among them are Michele A. Paludi and Lisa A. Strayer, "What's in an Author's Name? Differential Evaluations of Performance as a Function of Author's Name," *Sex Roles*, Vol. 12, Nos. 3/4, 1985, pp. 353-361, and Michele A. Paludi and William D. Bauer, "Goldberg Revisited: What's in an Author's Name," *Sex Roles*, Vol. 9, No. 3, 1983, pp. 387-390.

[29] L.S. Fidell, "Empirical Verification of Sex Discrimination in Hiring Practices in Psychology," in R.K. Unger and F.L. Denmark, eds., *Woman: Dependent or Independent Variable*, Psychological Dimensions, NY, 1975 as cited in Geis, Carter and Butler, *Research on Seeing and Evaluating People*, p. 22.

[30] For an overview of research in this area see Geis, Carter and Butler, *Research on Seeing and Evaluating People* and Veronica F. Nieva and Barbara Gutek, "Sex Effects of Evaluation," *The Academy of Management Review*, Vol. 5, No. 2, 1980, pp. 267-276.

[31] For an overview of research in this area, see Constantine Safilios-Rothschild, *Sex Role Socialization and Sex Discrimination: A Synthesis and Overview of Literature* (Washington, DC: National Institute of Education), October 1979, pp. 38-41; and Irene H. Frieze, "Women's Attributions for and Causal Attributions of Success and Failure," in Martha T. Mednick, Sandra S. Tangri and Lois W. Hoffman, eds., *Women and Achievement: Social and Motivational Analyses* (Washington, DC: Hemisphere Publishing Corporation), 1975, pp. 158-171.

[32] Mae R. Carter, "Improving the Learning Environment for Women Students," panel on climate issues, Association of American Colleges Annual Meeting, "Quality and Coherence in Undergraduate Education," Washington, DC, 1985.

[33] Conversation with Donna Shavlik, Director, Office of Women in Higher Education, American Council on Education, Washington, DC, March, 1986.

[34] Geis, Carter, and Butler, *Research on Seeing and Evaluating People*, p. 54.

[35] Benokraitis and Feagin, *Modern Sexism*, p. 30.

[36] *Ibid.*, p. 31.

[37] Carter (see note 32).

[38] Richard D. Rieke, "Women Faculty Members in a World of Male Administrators," ACA *Bulletin*, No. 41, August, 1982, p. 65.

[39] Jane F. Earley, "Rethinking Our Place: The Status of Women in Higher Education," presentation, "Vital Issues: The Future of Affirmative Action and Desegregation in Higher Education," Clemson University Regional Conference, Clemson, SC, Sept. 18, 1985, p. 5.

[40] *Ibid.*

[41] See, for example, Phyllis B. Kritek, "Women's Work and Academic Sexism," *Educational Record*, Summer, 1984, pp. 56-57.

[42] Carol Hymowitz and Timothy D. Schellhardt, "The Glass Ceiling," *Wall Street Journal Special Report: The Corporate Woman*, March 24, 1986, Sec. 4, p. 1.

[43] Shirley M. Clark and Mary Corcoran, "Perspectives on the Professional Socialization of Women Faculty: A Case of Accumulative Disadvantage?" *Journal of Higher Education*, Vol. 57, No. 1, Jan./Feb. 1986, pp. 36-37.

[44] Co-authors are more likely to be of the same sex so that women in a predominantly male field may have difficulty finding a collaborator. See M.A. Ferber and M. Teiman, "Are Women Economists at a Disadvantage in Publishing Journal Articles?," *Eastern Economic Journal*, Vol. 6, No. 324, pp. 189-194.

[45] For a discussion of this and related issues, see Roberta M. Hall and Bernice R. Sandler, *Academic Mentoring for Women Students and Faculty: A New Look at an Old Way to Get Ahead*, Project on the Status and Education of Women, Association of American Colleges, Washington, DC, 1983.

[46] Atkins, "The Camels Are Coming," p. 9.

[47] D. Smith, "An Analysis of Ideological Structure and How Women are Excluded: Considerations for Academic Women," *Canadian Review of Sociology and Anthropology*, Vol. 12, pp. 353-369.

[48] Benokraitis and Feagin, *Modern Sexism*, p. 76.

[49] *Ibid.*, p. 112.

[50] See, for example, Harold R. Holcomb, "Unattractive Need Not Apply: Sexism Among the Professors," *Harpers*, Vol. 273, No. 1634, July 1986, pp. 73-75.

[51] Some persons refer to *all* forms of harassment that causes a hostile environment for women as *sexual* harassment, even if the harassment (such as demeaning comments about women) did not involve sexuality. Others restrict the term "sexual harassment" to the legal definition which focuses on unwanted *sexual* advances or attention.

[52] *Federal Register*, Vol. 45, No. 219, November 10, 1980, pp. 74676-74677.

[53] See, for example, packet of papers on sexual harassment published by the Association of American Colleges, Project on the Status and Education of Women, listed in the Resource section.

[54] Noel Epstein, "When Professors Swap Good Grades for Sex," The *Washington Post*, Sept. 6, 1981, Section C, p. 1. The campus surveys in the Project's files confirm these data.

[55] "Harvard Releases Sexual Harassment Report," *On Campus With Women*, Project on the Status and Education of Women, Association of American Colleges, Washington, DC, Vol. 13, No. 3, Winter, 1984, p. 1.

[56] In a study of women psychology graduates, 17 percent had sexual contact with a professor. At the time of the relationship, 28 percent felt they had been coerced; at the time of the survey over half felt they had been forced, whether subtly or overtly. An additional 30 percent of those surveyed reported other forms of sexual harassment; half of these women said that professors retaliated against them when their advances were refused. Sexual contact increased from five percent among those women who graduated 20 or more years ago to 20 percent of those who graduated since the mid-1970s. Robert D. Glaser and Joseph S. Thorpe, "Unethical Intimacy, A Survey of Sexual Contact and Advances Between Psychology Educators and Female Graduate Students," *American Psychologist*, Vol. 41, No. 1, Jan. 1986, pp. 43-51.

[57] For example, one fourth-year graduate student reported sexual harassment by her advisor who later received a formal reprimand in his file. The department chair wrote her a three-page scathing accusatory letter which was widely circulated. Subsequently no faculty member in her department would agree to serve on her committee and she was forced to transfer to another school and begin her work again. Students who talked with her were openly harassed by faculty.

[58] Benokraitis and Feagin, *Modern Sexism*, p. 74.

[59] *Ibid.*, p. 75.

[60] *Ibid.*, p. 28.

[61] There is now a sizeable body of research demonstrating that the supposedly inclusive words "he," "men," and "man" are generally not perceived generically to include both men and women but are indeed perceived as pertaining to men only. See, for example, Casey Miller and Kate Swift, *Words and Women* (New York: Anchor Press), 1986.

[62] As quoted in Earley, "Rethinking Our Place," p. 11.

[63] Bennett and Green, "The Subtler Side of Sexism," p. 59.

[64] Portions of this section appeared in *The Classroom Climate: A Chilly One for Women?*

[65] As quoted in Norma Peterson, "How Do Women Manage?" *Executive Female*, Vol. 7, No. 4, July/August 1984, p. 45.

[66] As quoted in Carol Berry, "How to Have Clout at Work and Not Talk Like a Man," *Savvy*, Feb. 1986, p. 20.

[67] Barrie Thorne, "Claiming Verbal Space: Women's Speech and Language in College Classrooms," paper presented at the Research Conference on Educational Environments and the Undergraduate Woman, Wellesley College, Sept., 1979, p. 5.

[68] For an overview and more detailed discussion of these issues, see Roberta M. Hall with Bernice R. Sandler, *The Classroom Climate: A Chilly One for Women?*, Project on the Status and Education of Women, Association of American Colleges, 1982, pp. 9-10; Robin Lakoff, *Language and Women's Place* (New York: Harper and Row), 1975; Barrie Throne, Cheris Kramarae and Nancy Henley, eds., *Language, Gender and Society* (Rowley, MA: Newbury House Publishers), 1983; Nancy M. Henley, *Body Politics* (Englewood Cliffs, NJ: Prentice-Hall, Inc.), 1977; C. Mayo and N.M. Henley, eds., *Gender and Nonverbal Behavior* (New York: Springer-Verlag), 1981; and Mary Ritchie Key, *Male/Female Language* (Metuchen, N.J.: The Scarecrow Press), 1975. Some more recent research focuses on the similarities in, as well as the differences between, men's and women's communication styles, as well as ways to balance masculine and feminine styles in the higher education setting. See, for example, Paula A. Treichler and Cheris Kramarae, "Women's Talk in the Ivory Tower," *Communication Quarterly*, Vol. 31, No. 2, Spring, 1983, p. 122.

[69] See, for example, Carol Wolman and Hal Frank, "The Solo Woman in a Professional Peer Group," *American Journal of Orthopsychiatry*, Vol. 45, Jan. 1975, pp. 164-71. For an overview of related research, see Constantina Safilios Rothschild, *Sex Role Socialization and Sex Discrimination*, pp. 21-25.

[70] These features of "women's speech" are more commonly found among white, middle-class women who have customarily been the focus of research. Women from other cultural groups sometimes exhibit different and/or more assertive patterns. See, for example, Marsha Houston Stanback, "Language and Black Woman's Place: Evidence from the Black Middle Class," in Paula A. Treichler, Cheris Kramarae and Beth Stafford, eds., *For Alma Mater: Theory and Practice in Feminist Scholarship* (Urbana, IL: University of Illinois Press), 1985, pp. 177-193.

[71] Women sometimes respond more positively to a man than to another woman, especially if he says something supportive about women's issues. Even in committees with a majority of females, men may be allowed or encouraged to dominate discussion or at least to have the "last word."

[72] See, for example, Daniel N. Maltz and Ruth A. Borker, "A Cultural Approach to Male-Female Miscommunication," in John Gumperz, ed., *Language and Social Identity*, Cambridge University Press, 1982, pp. 196-215; and Carol Berry, "How to Have Clout at Work and Not Talk Like a Man," pp. 20-21.

[73] Benokraitis and Feagin, Modern Sexism, p. 28.

[74] Rieke, "Women Faculty Members in a World of Male Administrators," p. 67.

[75] Marjorie Swacker, "Women's Verbal Behavior at Learned and Professional Conferences," in Betty Lou Dubois and Isabel Crouch, eds., *The Sociology of the Languages of American Women* (San Antonio, TX: Trinity University Press), 1976, p. 156.

[76] Mosley, "Black Women Administrators in Higher Education: An Endangered Species," p. 22.

[77] See, for example, Cecilia Preciado-Burciaga, Assistant Provost, Stanford Univesity, as quoted in "Affirmative Action Should Not Sacrifice Merit, Rodriguez Says" Stanford News Release, May 14, 1984.

[78] For further discussion, see *The Classroom Climate*, p. 12.

[79] Mosley, "Black Women Administrators in Higher Education: An Endangered Species," p. 24.

[80] Rosabeth Moss Kanter, *Men and Women of the Corporation*, (Indiana: Basic Books), 1977, p. 58.

[81] Office of Women in Higher Education, *Senior Women Administrators in Higher Education, A Decade of Change, 1975-1983*, Preliminary Report, Nov. 14, 1984, p. 3.

[82] For discussion and recommendations on dealing with these issues, see *Deciding Who Shall Lead*, American Council on Education and the Association of Governing Boards of Universities and Colleges, Washington, DC, 1986.

[83] Menges and Exum, "Barriers to the Advancement of Women and Minority Faculty," p. 132.

[84] J.R. Wilkie and I.L. Allen, "Women Sociologists and Co-Authorship with Men," *American Sociologist*, Vol. 10, 1975, pp. 19-24 as quoted in Martin J. Finkelstein, "The Status of Academic Women: An Assessment of Five Competing Explanations," *The Review of Higher Education*, Vol. 7, No. 3, Spring, 1984, p. 230.

[85] See, for example, Susan A. Basow and Nancy T. Silberg, "Student Evaluations of College Professors: Are Males Prejudiced Against Women Professors?" *Journal of Educational Psychology*, under revision, 1986.

[86] See, for example, Wagner Thielens, Jr., "Women Professors and Lecturing," paper presented at the International Conference on Improving University Teaching, July, 1984.

[87] Benokraitis and Feagin, *Modern Sexism*, p. 77.

[88] Phyllis Kritek, "Women's Work and Academic Sexism," *Educational Record*, Vol. 65, No. 3, Summer, 1984, pp. 56-57.

[89] Survey of Female Faculty Experience, Great Lakes Colleges Association, 1983-84.

[90] *Ibid.*

[91] Benokraitis and Feagin, *Modern Sexism*, p. 75.

[92] Virginia R. Brooks, "Sex Differences in Student Dominance Behavior in Female and Male Professors' Classrooms," *Sex Roles*, Vol. 8, 1982, p. 688 as quoted in Benokraitis and Feagin, *Modern Sexism*, p. 90.

[93] As quoted in Clark and Corcoran, *Perspectives*, p. 31.

[94] *Ibid.*, p. 24.

[95] Helen M. Berg and Marianne A. Ferber, "Men and Women Graduate Students: Who Succeeds and Why?" *Journal of Higher Education*, Vol. 54, No. 6, Nov./Dec., 1983, p. 631.

[96] See, for example, Jeanne Fisher-Thompson, *Re-entry Women and Graduate School*,

Association of American Colleges, Project on the Status and Education of Women, Washington, DC, 1980.

[97] Berg and Ferber, "Men and Women Graduate Students," p. 635.

[98] L. C. Solomon, *Male and Female Graduate Students: The Question of Equal Opportunity*, (New York: Praeger), *Special Studies in U.S. Economic, Social and Political Issues*, 1976, as quoted in Berg and Ferber, "Men and Women Graduate Students," p. 631.

[99] Berg and Ferber, "Men and Women Graduate Students," p. 638.

[100] Sheila M. Pfafflin, "Women in Science and Technology," *American Psychologist*, Oct. 1984, p. 1185.

[101] See, for example, Margaret Rossiter, *Women Scientists in America*, (Baltimore: The Johns Hopkins University Press), 1982.

[102] See, for example, Hall with Sandler, *The Classroom Climate: A Chilly One for Women?*, pp. 11-12.

[103] Roberta M. Hall and Bernice R. Sandler, *Out of the Classroom: A Chilly Campus Climate for Women?*, Association of American Colleges, Project on the Status and Education of Women, 1984, p. 8.

[104] Conversation with Donna Shavlik, Director, Office of Women in Higher Education, American Council on Education, 1984.

[105] Atkins, "The Camels Are Coming," p. 9.

[106] Response to Survey of Female Faculty Experience conducted by the Great Lakes Colleges Association, Women's Studies Program, 1984-85.

[107] For further discussion, see Jean E. Howard, "Women Trustees and Educational Equity," *Women's Studies Quarterly*, Vol. 12, no. 1, Spring, 1984, pp. 12-13.

[108] Karen Bogart, *Toward Equity: An Action Manual for Women in Academe*, Hood College, MD, 1984, p. 181.

[109] Lois Vander Waerdt, "Women in Academic Departments: Uneasy Roles, Complex Relationships," *The Department Advisor*, Vol. 1, No. 2, Summer, 1985, p. 2.

[110] *Ibid.*

[111] For further discussion, see Geis, Carter and Butler, *Research on Seeing and Evaluating People*, p. 76.

[112] Based on campus recommendations elicited by Survey of Female Faculty Experience, Great Lakes Colleges Association, Women's Studies Program, 1984-85.

[113] Kathryn Quina, "Lessons From My First Job," in Suzanna Rose, ed., *Career Guide For Women Scholars* (New York: Springer Publishing Co.), prepublication draft, p. 127.

[114] Martha E. Banks, "Black Women Clinicians: Survival Against the Odds," *Ibid.*, p. 154.

[115] Kayla Stroup, President, Murray State University, in presentation at Conference on the Advancement of Women Faculty Members, Texas Tech University, Lubbock, TX, Oct. 19, 1985.

[116] *Ibid.*

INFORMATION ON STUDENT CLIMATE ISSUES AVAILABLE

The Classroom Climate: A Chilly One for Women? Examines ways in which male and female students are treated differently in the classroom by faculty—both men and women. Includes over 100 recommendations for change. 1982, 24 pp., $3.00 (prepaid).

Selected Activities Using "The Classroom Climate: A Chilly One for Women?" 1984, 4 pp., $1.00 (prepaid).

Out of the Classroom: A Chilly Campus Climate for Women? Examines how various aspects of the campus climate chill the learning experiences of women students. Includes 80 recommendations for change. 1984, 20 pp., $3.00 (prepaid).

These publications can be ordered from the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009. Please make checks payable to AAC/PSEW. A list of other PSEW publications can be obtained by sending a self-addressed, stamped envelope.

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APPENDIX B

FINANCIAL STATUS REPORT

(Follow instructions on the back)

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT TO WHICH REPORT IS SUBMITTED	United States Department of Education
2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER	G 008541044
OMB Approved No. 80-R0180	
PAGE OF PAGES	1 / 1
3. RECIPIENT ORGANIZATION *(Name and complete address, including ZIP code)*	Association of American Colleges 1818 R Street, N. W. Washington, D. C. 20009
4. EMPLOYER IDENTIFICATION NUMBER	1-530196553-A1
5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	235
6. FINAL REPORT	☒ YES ☐ NO
7. BASIS	☐ CASH ☒ ACCRUAL
8. PROJECT/GRANT PERIOD *(See instructions)* FROM *(Month, day, year)*	10/01/85
TO *(Month, day, year)*	12/31/86
9. PERIOD COVERED BY THIS REPORT FROM *(Month, day, year)*	10/01/85
TO *(Month, day, year)*	12/31/86

STATUS OF FUNDS

0. PROGRAMS/FUNCTIONS/ACTIVITIES ►	(a)	(b)	(c)	(d)	(e)	(f)	TOTAL (g)
Net outlays previously reported	$ -0-	$	$	$	$	$	$ -0-
Total outlays this report period	63,169						63,169
Less: Program income credits	-0-						-0-
Net outlays this report period *(Line b minus line c)*	63,169						63,169
Net outlays to date *(Line a plus line d)*	63,169						63,169
Less: Non-Federal share of outlays	-0-						-0-
Total Federal share of outlays *(Line e minus line f)*	63,169						63,169
Total unliquidated obligations	-0-						-0-
Less: Non-Federal share of unliquidated obligations shown on line h	-0-						-0-
Federal share of unliquidated obligations	-0-						-0-
Total Federal share of outlays and unliquidated obligations	63,169						63,169
Total cumulative amount of Federal funds authorized	63,169						63,169
n. Unobligated balance of Federal funds	-0-						-0-

INDIRECT EXPENSE

a. TYPE OF RATE *(Place "X" in appropriate box)* ☐ PROVISIONAL ☐ PREDETERMINED ☐ FINAL ☒ FIXED

b. RATE	c. BASE	d. TOTAL AMOUNT	e. FEDERAL SHARE
8%	Direct Costs	4,679	4,679

2. REMARKS: *Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. CERTIFICATION

I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: Harry R Smith

TYPED OR PRINTED NAME AND TITLE: Harry R. Smith/Director of Finance and Administration

DATE REPORT SUBMITTED: 3-31-87

TELEPHONE *(Area code, number and extension)*: 202-387-3760 (21)

69-102

STANDARD FORM 269 (7-76)
Prescribed by Office of Management and Budget

ASSOCIATION OF AMERICAN COLLEGES
FIPSE: (IMPROVING THE CLIMATE FOR WOMEN FACULTY,
ADMINISTRATORS AND GRADUATE STUDENTS IN HIGHER EDUCATION
STATEMENT OF INCOME AND EXPENDITURES)
OCTOBER 1, 1985 THROUGH DECEMBER 31, 1986

INCOME	BUDGET	FEDERAL	BUDGET BALANCE
Department of Education	$63,169	$63,169	$ -0-
Totals	$63,169	$63,169	$ -0-

EXPENDITURES	BUDGET	FEDERAL	BUDGET BALANCE
Consultant Fee	$ 1,410	$ 1,410	$ -0-
Travel	2,875	1,959	916
Postage/Mailing/Delivery	1,655	1,423	232
Telephone and Telegraph	1,440	1,853	(413)
Stationery/Supplies/Books	1,650	1,456	194
Printing and Duplication	6,880	6,166	714
Typesetting	1,550	2,032	(482)
Staff Salaries	32,055	33,343	(1,288)
Employer's Fica Cont./Benefits	8,975	8,848	127
Administrative Service	4,679	4,679	-0-
Totals	$63,169	$63,169	$ -0-

APPENDIX C

and high-tech industry versus non-high-tech were taken into account. Copies of the report, "Integrated Circuits/Segregated Labor: Women in Three Computer-Related Occupations" may be obtained for $2.00 each from IFG, 402 CERAS Building, Stanford, CA 94305.

Nontraditional Jobs for Women: Jobs That Pay

Hard Hats, Boots and Goggles describes ten women working in nontraditional jobs (from boiler inspector to tool and die maker), tells why women benefit from jobs usually held by men, lists ways to find nontraditional jobs and provides resources for counselors, job seekers and employers. Written by Pat Sulier and Alice Foote, it lists 40 occupations with the largest growth potential in the United States from 1982-1995. Copies are available for $4.50 each (Michigan residents add 4 percent sales tax) from the Center for Women's Services, Western Michigan University, Kalamazoo, MI 49008.

New Booklet From AAAS Available

The American Association for the Advancement of Science (AAAS) recently published a booklet entitled *Associations and Committees of or for Women in Science, Engineering, Mathematics and Medicine* which briefly describes and lists the various organizations by category. Copies are available free from the Office of Opportunities in Science, AAAS, 1333 H St., NW, 10th floor, Washington, DC 20005.

PSEW IS SEEKING INFORMATION ON MAKING NONTRADITIONAL FIELDS ACCESSIBLE TO WOMEN STUDENTS

The Project on the Status and Education of Women of the Association of American Colleges is developing a guide on how postsecondary institutions can more successfully recruit and retain women students in nontraditional fields (such as science, medicine, engineering, mathematics and business). The guide, which is funded by the Women's Educational Equity Act Program of the U.S. Department of Education, will help institutions evaluate existing programs and policies, and develop new ones. It will identify barriers, make recommendations for change and highlight model programs and resources from institutions all over the country.

The Project is seeking information on formal and informal campus policies and programs that have been implemented on campus which encourage women to enter nontraditional fields and to successfully complete their studies. We are also looking for anecdotal information from women in "traditionally male" fields—their academic experiences; the problems they encountered; the kinds of institutional responses they found helpful; whether they dropped out or successfully completed the program and why; and, if they are working in a nontraditional field for women, did their academic experiences adequately prepare them for the reality of their jobs. We would especially like to hear about the experiences of women who have returned to school, minority women, and disabled women.

Please send all materials to Julie Kuhn Ehrhart, Project on the Status and Education of Women, AAC, 1818 R St., NW, Washington, DC 20009.

Model Program Encourages Women to Enter Science-Related Fields

A booklet describing a model program for schools and organizations interested in encouraging young women toward studies and careers in science-related fields through hands-on work experience and exposure to women role models in the sciences is available from the University of Michigan. Entitled *Summer Internship Program in the Sciences for High School Women*, the booklet is available from the U-M Women in Science Program, 350 South Thayer St., Ann Arbor, MI 48109.

Engineering Notes

- **According to the Engineering Manpower Commission, the number of engineering bachelor's degrees awarded to women has climbed from 1.8 percent of the total in 1974 to 14 percent in 1984.**
- **The American Society for Engineering recently published *Women in Engineering: A Directory of College/University Programs* which lists names, addresses and information on special opportunities for women. The directory could be a model for other disciplinary organizations. Copies are available for $1.00 each from the American Society for Engineering at 11 Dupont Circle, NW, Suite 200, Washington, DC 20036.**

IN THE COURTS

Failure to Settle Costs University $2 Million

A ruling in an 11-year-old sex discrimination case against the UNIVERSITY OF SOUTH ALABAMA (USA) decreed that the university must pay approximately $2 million in back wages and lawyers' fees to Elizabeth Meek and 116 other women faculty members. Filed originally in 1975, the suit charged sex discrimination in the university's recruitment practices, hiring, promotion, tenure review and salary assignments. Larry Menefee, the attorney who represented the faculty members, noted, "The issue in retrospect may be this: instead of settling out of court for $500,000 as requested by the faculty members in 1978, the case will cost USA over $2 million, counting attorneys' fees."

"Inference of Discrimination" Found in Oregon

Three female faculty members who proved sex bias in a class action suit filed on behalf of 22 women in 1980 against the Oregon State Board of Higher Education will receive $5,833 in damages instead of the $33 million originally sought. In *Penk* v. *The Oregon State Board of Higher Education*, U.S. District Judge Helen H. Frye found "an inference of discrimination" in three cases but no general pattern of sex bias.

Discrimination Ruling To Be Appealed

The UNIVERSITY OF RHODE ISLAND has been found guilty of assigning women faculty to lower academic ranks and paying them less than qualified men in a suit first filed in 1977. Rhode Island's Board of Governors for Higher Education has voted to appeal the ruling.

U.S. District Judge Bruce Selya ruled against the university in part but also found that it had not discriminated in its hiring, promotion and tenure actions. If the decision is upheld, the university could be liable for as much as $2.5 million in claims by women who were hired after 1972.

RURAL WOMEN

Helping Colleges Help Rural Women

Two manuals have been written to help three higher education institutions develop classes for women in rural communities. *Building Bridges: An Outreach Approach to Developing Programs for Rural Communities* is an overview of the model developed by the New Dimensions Project and includes information on training local teachers, working with advisory committees, and getting started in a new community. It costs $3.00. A second manual, *New Dimensions in Basic Math Skills: A Workshop Manual for Rural Women,* describes how to design successful workshops and classes for adult learners and includes teaching activities and materials for basic math review, problem solving, math in everyday life, a discussion of math anxiety, etc. It costs $6.00. Copies of the manuals are available from the Women Studies Program, 301 Wilson Hall, Washington State University, Pullman, WA 99164. Make checks payable to Women Studies Program.

Missouri Rural Women: Combatting the Notion of Women's Work

The Missouri Women in Nontraditional Careers program at JEFFERSON COLLEGE (MO) is trying to reduce sex stereotyping of women's occupations by trying to reach women in rural areas to show them the opportunities available in such fields as machine-tool technology, construction and agribusiness. The program offers up to 100 percent financial aid as well as day care services and guidance counseling. Since the program began over a year ago, enrollment has increased from 32 to 100 students, ranging in age from 17 to 52, many of whom have been recently divorced, working in low-paying jobs or receiving Aid for Dependent Children. For more information on the program, contact Nancy Wegge, P.O. Box 1000, Jefferson College, Hillsboro, MO 63050.

MINORITY WOMEN

Project Aims to Stimulate Dialogue Between Black and White Women

The DUKE-UNC Women's Studies Research Center and the Department of History of NORTH CAROLINA CENTRAL UNIVERSITY are involved in a project to stimulate dialogue between black and white women about the differences and commonalities in their lives. Entitled "A Dialogue Between Black and White Women: From the Podium to the Audience to the Community," the Project is funded by the North Carolina Humanities Committee.

During the summer of 1985, six teams, each consisting of one black and one white scholar developed a joint presentation examining how gender, race and class intersect in different areas of women's lives. In the fall, each team will travel to selected locations in North Carolina to make these presentations and facilitate a community or university dialogue about the difference race makes in women's lives. In the spring, the presentations will be revised for publication in a volume that will provide teachers, activists, and the general public with materials about Southern women.

Welcome to the Real World

The Role Model Program of the New York Coalition of 100 Black Women provides women students with real life career experiences in their chosen fields. Twenty-seven students from CITY COLLEGE OF NEW YORK (CCNY) participated in the program which was held during the college's Spring '85 recess. The students spend four days with leading female professionals who serve as role models and career counselors, offering a "crash course in corporate and professional life," according to George McDonald, Vice President for Student Affairs. This is the third year that CCNY and the Coalition of 100 Black Women cooperated in the Role Model Program.

WOMEN'S STUDIES

Handywoman's Guide to Building a Curriculum Project on Campus

Integrating Women's Studies into the Curriculum is a practical guide for faculty and administrators wishing to incorporate the new scholarship on women into the curriculum. The first part of the book describes the process of implementing a project aimed at transformation of the general curriculum. It addresses questions such as how to assess the institutional climate for change; how to plan, initiate, and sustain a project; how to deal with resistance for change; and provides pragmatic strategies and recommendations for beginning projects. Part two contains brief histories, arranged by type of project, of the ten projects that participated in the Northern Rockies Program on Women in the Curriculum. Institutional setting, project goals, a plan of action and the short term impact are included for each project. Also in this section is an annotated listing of projects included in the 1984 Wellesley College Center for Research on Women *Directory of Projects* and projects funded by the Western States Project on Women in the Curriculum. The third section is an annotated bibliography providing references to over 200 theoretical works, reports, curriculum materials, resources and organizations available to assist in the development of a project to integrate women's studies into the curriculum.

Integrating Women's Studies into the Curriculum, by Betty Schmitz, is available for $9.95 from Harper and Row Publishers, Inc., Scranton, PA 18512.

New Center for Women's Policy Studies First of Its Kind

The creation of the Center on Women and Public Policy at the Hubert H. Humphrey Institute of Public Affairs (UNIVERSITY OF MINNESOTA) establishes the nation's first complete teaching, research and outreach center devoted specifically to women's policy issues. The center's objective is to educate women and men about the variety of public policy issues affecting women and about the history of women's participation in the public arena. Activities of the new center will include development of

APPENDIX D

Advisory Committee Meeting
Professional Climate for Women on Campus
March 3, 1986

AGENDA

1. Summary of project to date.

2. Discussion of partial first draft:

    o Is the overall organization effective? Is there a need for more specific and/or different categories of behavior?

    o Are there any major omissions or substantive errors?

    o Is the tone overly negative? If so, what correctives would you suggest? (Project papers usually give the "bad news" in the first section, and the "good news" in the recommendations. However, unlike the other climate papers, which discussed the climate for women students but were aimed primarily at an audience comprised of faculty and administrators, this paper is addressed to the very audience whose problems it describes. Is there a danger that it will be discouraging to that audience, or misused by the "unconverted"?)

    o Some of the information about devaluation, micro-inequities, men´s and women´s communication styles, etc., which must be included in this paper, was also covered in the previous climate papers. Wherever possible, these areas have been approached specifically in relation to the professional setting. Are there additional suggestions for minimizing mere duplication? Has enough basic information about these issues been included so that (1) this paper can stand on its own, and (2) readers will understand why and how micro-inequities are damaging?

    o General comments.

3. Recommendations and related sections

   - At what particular groups, offices and structures should recommendations be aimed?

   - What types of recommendations/resources are most appropriate in helping individual women respond to differential treatment?

   - What types of recommendations are best-suited to institutions of specific kinds (e.g., large, small, research, teaching, two-year)?

   - What recommendations are most useful concerning women from special populations (graduate and professional, minority, nontraditional)?

   - What major resource organizations, publications, guidelines, etc., should we include?

4. Brief discussion of workshop plan, to be distributed at meeting.

ADVISORY COMMITTEE

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OTHER MEETING PARTICIPANTS

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Executive Director
Project on the Status and Education of Women
Association of American Colleges

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Mary De Mouy
Associate Director for Administration
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John W. Chandler
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Office of Women in Higher Education
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Judy Touchton*
Associate Director
Office of Women in Higher Education
American Council on Education

Sara Engelhardt
Secretary
Carnegie Corporation of New York

Peggy Heim
Senior Research Officer
Teachers Insurance and Annuity Association
College Retirement Equities Fund

---

*As you know, Donna Shavlik and Judy Touchton are providing substantial assistance, especially in the areas of administrators and the design of model workshops.

APPENDIX E

WORKSHOP ON
IMPROVING THE PROFESSIONAL CLIMATE FOR WOMEN FACULTY, ADMINISTRATORS AND GRADUATE STUDENTS

Sponsored by

The Project on the Status and Education of Women
Association of American Colleges
and the
Office of Women in Higher Education
American Council on Education

Kellogg Room, National Center for Higher Education
One Dupont Circle, Washington D.C.

9:00AM - 4:30PM, MONDAY, APRIL 28, 1986

9:00AM **Welcome and Hospitality**

9:30AM **Introduction to the Workshop**

Judy Touchton
Associate Director
Office of Women, ACE

Opening Remarks

Robert H. Atwell
President, ACE

10:00AM **Individual Awareness and Actions**

Panel presentation on recognizing the kinds of personal actions and collective activities that individuals can participate in that help to improve the climate for professional and graduate women on campus.

Moderator:

Donna Shavlik
Director
Office of Women, ACE

Panel:

Rosemary Donely, Executive Vice President, Catholic University

Phyllis Palmer, Director of the Women's Studies Program, George Washington University (not confirmed)

Joyce Payne, Director, Office for the Advancement of Public Black Colleges

(over)

11:00AM	**Small Group Discussions**	
12:15PM	**Lunch**	
1:00PM	**Institutional Structures, Policies and Practices Affecting the Climate for Professional Women and Graduate Students**	
	Institutional Self-Assessment	Donna Shavlik and Judy Touchton
	University of Maryland: A Case Study	Mary M. Leonard Associate Professor, Counseling and Prosonnel Services University of Maryland Carol Robertson, Associate Professor of Music, University of Maryland
2:15PM	**Small Group Discussions**	
3:15PM	**Break**	
3:30PM	**Establishing Priorities for Institutional Action**	Donna Shavlik and Judy Touchton
4:00PM	**Evaluation of the Workshop**	Bernice R. Sandler Director of the Project on the Status and Education of Women Association of American Colleges
4:30PM	**Adjourn**	

AMERICAN COUNCIL ON EDUCATION
Office of Women in Higher Education

Institutional Assessment
for Workshop on Improving Professional Climate
for Women Faculty, Administrators and Graduate Students

I. Institutional Characteristics

Include basic descriptors such as size of enrollment, number of faculty, nature of student body, primary mission, institutional type (such as Carnegie code, e.g., research institution, comprehensive college or university, liberal arts college, community college, professional school, other).

II. Structural Issues

A. What structures are in place which could support efforts to build a good climate for women on campus? Examples: Women's Commission, Women's Studies program, Women's Center, Research Institute on Women, support in the President's office, vice presidents and provosts offices.

B. Is there a superstructure above the president/chancellor's office, such as a systems office or central administration? If so, does this office/administration provide encouragement and support for the development of special programs to enhance women's opportunities? What are some examples in recent years of such support?

C. Are there structures and policies at the governing board level that allow, recognize, or require institutional policies and practices that foster women's full and equitable involvement in the institution? If so, what are they? Do they exist on paper, in practice, or both? What are some examples?

III. Other Assets

What other assets does the campus have with respect to addressing issues of equity for women? Examples: Are there some identifiable faculty/administrative leaders who are concerned with issues of equity and opportunity for women? Are there some women who are willing to take leadership roles to deal with these challenges? Is there recognition of the need to build coalitions and alliances personally and structurally?

IV. What other factors seem relevant to you?

One Dupont Circle, Washington, D.C. 20036-1193 (202) 939-9390

Personal Assessment
for Workshop on Improving Professional Climate
for Women Faculty, Administrators and Graduate Students

EXAMINING INDIVIDUAL BIAS - SOME QUESTIONS TO ASK YOURSELF

The following questions are designed to help you assess the degree to which differential thinking about or perceptions of men and women permeate your thinking and behavior. Please consider the following:

1. Do I visualize members of one sex when I think about a job that needs doing?

2. Do I make an effort to find out what my female colleagues mean when they talk about "women's issues?"

3. Do I make an effort to find out what my male colleagues mean when they talk about "women's issues"?

4. Do I make an effort to look for talent among the women in the faculty, administration, and other staff?

5. Do I automatically assume that a discussions with anyone from the women's caucus or women's commission means a confrontation.

6. Do I look at people's skills and abilities in their current performance, rather in the job titles they have held?

7. Do I hire male candidates for their potential, yet look at female candidates primarily in terms of their demonstrated competence in previous jobs?

8. Do I resond negatively to a woman's "strident" tone, but respond with respect to a man's "appropriately indignant" tone?

9. Do I offer encouragement to those on my staff who earnestly seek sex equity in hiring and advancement practices?

10. Do I think of women as well as men for valuable committee assignments which groom them for future posts of responsibility and prestige?

11. Do I build professional relationships with male colleagues?

12. Do I build professional relationships with female colleagues?

APPENDIX F

Association of American Colleges
1818 R Street, N.W., Washington, D.C. 20009
202/387-3760

November 1, 1986

Dear Colleague:

I am enclosing a copy of *The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students*, a new publication prepared by our Project on the Status and Education of Women, which describes ways in which professional women on campus may be treated differently from men.

The report notes that even those most concerned about fairness may inadvertently treat women in ways that convey a subtle (or not so subtle) but powerful message that somehow women professionals are not as capable as their male peers, nor are they expected to be forceful leaders, or to participate in formal and informal professional activities as fully, as actively, or as successfully.

The report poses the question, "Can a woman be one of the boys?," listing more than 60 ways in which women are treated differently, covering such issues as attractiveness and sexuality, humor, communication styles, sexual harassment, and devaluation.

The issues discussed in *The Campus Climate Revisited* are relevant not only to professional women in higher education, but to women in other fields. For example, men talk less to women than to other men, and rarely include women in informal activities during or after work, thus making it difficult for women to keep informed about institutional and professional matters, or even to be known as individuals among their peers. The report addresses these issues with nearly 100 recommendations that will help institutions meet the challenge of fully integrating women into the professional life of colleges and universities. I hope you will find it useful.

Sincerely yours,

John W. Chandler

John W. Chandler
President

P.S. I have also enclosed a flyer which describes several other Project papers that address similar issues, and a Project publications list.

86-7

PSEW News Release

FOR IMMEDIATE RELEASE
October 1986

CONTACT: Bernice R. Sandler
(202) 387-1300

CAMPUS CLIMATE CHILLY FOR WOMEN FACULTY, ADMINISTRATORS, AND GRADUATE STUDENTS

- When male and female professors collaborate on an article or book some faculty may assume that the man did the "real" work.

- Letters of recommendation or evaluations may comment on a woman's appearance rather than on her accomplishments.

- Women graduate students may be viewed as less serious than their male peers, and may even be described differently: "She's an adorable person" and "He's a bright young man."

- Women may be addressed as "sweetie," "dear," "Mrs.," or "young lady" -- words which undercut a woman's professional identity -- while her male colleagues are being addressed as "Dr."

- Women faculty are more likely to be interrupted both by male faculty and students of both sexes.

These are only a few of the many ways in which women faculty, administrators, and graduate students may be treated differently from men, according to The Campus Climate Revisited: Chilly for Women Faculty, Administrators and Graduate Students. Just published by the Project on the Status and Education of Women (PSEW) of the Association of American Colleges, the report notes that even those most concerned about fairness may inadvertently treat women in ways that convey a subtle (or not so subtle) but powerful message that somehow women professionals are not so capable as their male peers. They are not expected to be forceful leaders or to participate in formal and informal professional activities as fully, as actively, or as successfully.

The report lists more than 60 ways in which women are treated differently. For example, some faculty and administrators may confuse women's social and professional roles. They may expect women to behave in typically

(more)

Project on the Status and Education of WOMEN
Association of American Colleges, 1818 R Street, NW, Washington, DC 20009
(202) 387-1300

"feminine" ways, such as smiling, or being more nurturing and "motherly." "This subjects women to the classic double bind situation," states Bernice Sandler, director of PSEW, who wrote the report with assistance from Roberta M. Hall. (Portions of the paper were also written by Donna Shavlik and Judith G. Touchton of the American Council on Education.) "'Motherly' persons are typically not viewed as intellectually vigorous, yet if a woman is not nurturing or acts in other less 'feminine' ways, students and colleagues may respond to her with anger or view her as 'hard.' Professional behavior that is viewed as appropriate for men is often seen as inappropriate for women," adds Sandler.

Other topics covered in The Campus Climate Revisited include collegiality ("Can a woman be one of the boys?"), attractiveness and sexuality, humor ("Why can't a woman take a joke like a man?"), communication styles, sexual harassment, and devaluation. Special sections address the concerns of minority women and those of women in traditionally male fields.

These issues are relevant not only to professional women in academe but to women in other fields. For example, men talk less to women than to other men, and rarely include women in informal activities during or after work, thus making it difficult for women to keep informed about institutional and professional matters, or even to be known as individuals among their peers.

"The task of changing the campus climate for women is difficult because attitudes and behavior that make the campus chilly are often below the level of awareness," says John W. Chandler, president of the Association of American Colleges. "This report," continues Chandler, "has nearly one hundred recommendations that will help institutions meet the challenge of fully integrating women into the professional life of colleges and universities."

The 28-page report is available for $5.00 prepaid from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St. NW, Washington, D.C. 20009. Checks should be made payable to AAC/PSEW. Bulk rates are available.

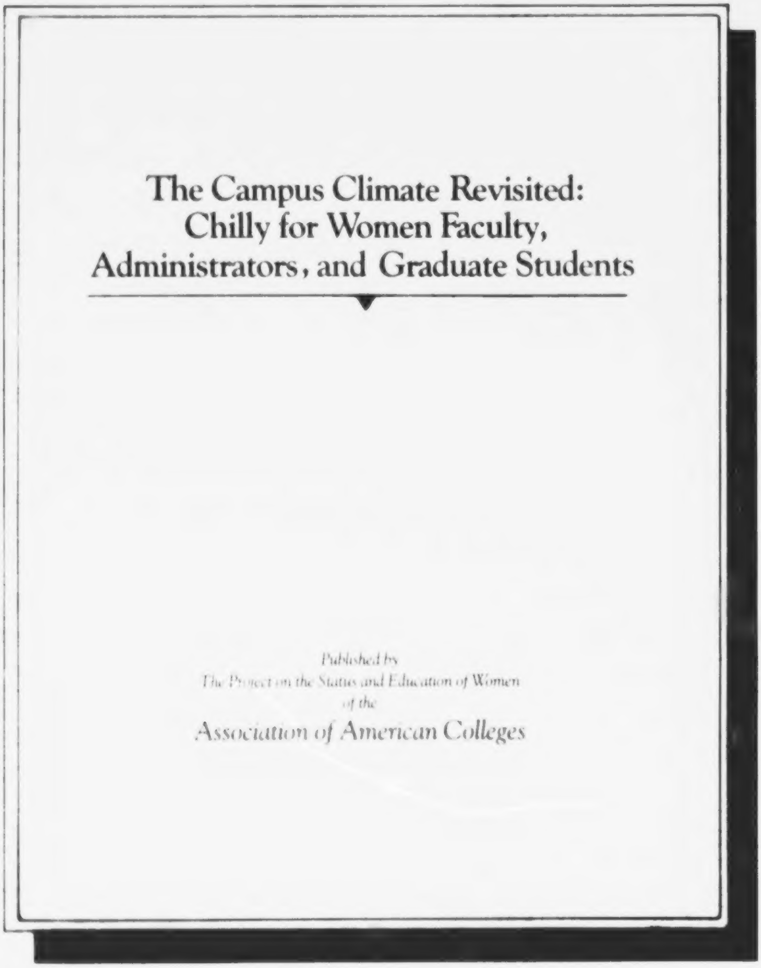
The Project on the Status and Education of Women, established in 1971, is the oldest national project concerned with achieving equity for women students, faculty, and administrators. The Association of American Colleges, founded in 1915, supports and encourages liberal learning in all U.S. colleges and universities.

-30-

APPENDIX G

"Very comprehensive
. . . all around first rate."

(Virginia Radley, President, SUNY College of Arts and Science)



The Campus Climate Revisited:
Chilly for Women Faculty,
Administrators, and Graduate Students

Published by
The Project on the Status and Education of Women
of the
Association of American Colleges

Also inside . . . a special offer
for anyone concerned
with women's education.

"Great paper!"

(Arlene K. Daniels, Professor of Sociology, Northwestern University)

"I'm overwhelmed by this paper. . . Bravo to you."

(Myrna Goldenberg, Professor of English, Montgomery College)

"It should command attention and be useful to those wishing to warm the climate on their own campuses."

(Jon Fuller, President, Great Lakes Colleges Association)

INTRODUCING

THE CAMPUS CLIMATE REVISITED: CHILLY FOR WOMEN FACULTY, ADMINISTRATORS AND GRADUATE STUDENTS

- Do you wonder why women on your campus don't seem to be advancing so fast or so far?
- Are you on a tenure committee and want to ensure that women are judged fairly?
- Are you a university administrator who is concerned that you have few female colleagues?
- Are you interested in changing the professional climate for women?

The Campus Climate Revisited: Chilly for Women Faculty, Administrators and Graduate Students can help you. This new paper examines the problems and concerns that women faculty, administrators, and graduate students are facing today, and offers specific suggestions for improving the campus climate for women.

Published by the Project on the Status and Education of Women of the Association of American Colleges, *The Campus Climate Revisited* includes startling examples from the lives of women working and studying on campus and offers ways of dealing with the issues raised: nearly 100 practical recommendations, plans for a model workshop, and a checklist of do's and don'ts for institutions.

Women are not doing so well on campus as they could be. Some say they are doing "just fine"; others advise patience, saying that the "bodies are in the pipeline" and will advance soon. *The Campus Climate Revisited* describes what may be keeping those bodies back: men and women are treated differently on campus, and the chilly climate impedes women in both overt and subtle ways.

The Campus Climate Revisited answers the question "Can a woman be one of the boys?" and discusses such other topics as attractiveness and sexuality, humor ("Why can't a woman take a joke like a man?"), communication styles, devaluation, and the confusion of professional and social roles.

About our newsletter

ON CAMPUS WITH WOMEN

DO YOU KNOW . . .

- what other campuses are doing, and what the latest problem areas and trends are?
- what are the campus implications of the recent Supreme Court ruling limiting the coverage of Title IX?
- that women faculty's salaries are still lower than men's in many institutions?
- that despite the increase in women's athletic teams on campuses since the enactment of Title IX, the proportion of teams being coached by women is declining?
- that money is available for older women returning to school—and where to find out how to get it?
- where to locate women's organizations when you need them?

If you subscribe to ON CAMPUS WITH WOMEN, you'll know all about these and other issues. Published quarterly, ON CAMPUS WITH WOMEN covers a broad range of issues affecting women on campus and often provides information not readily available elsewhere. Subscribers are kept up to date on:

- the latest developments in federal policy, legislation and litigation, as they apply to colleges and universities;
- what's happening with students, faculty, and administrators;
- trends in important areas such as sexual harassment, athletics, pensions, minority women, and women in nontraditional careers; and
- resources and strategies to help those on campus concerned about women's equity.

WHEN YOU SUBSCRIBE . . .

you will also receive, free of charge, topical papers developed by PSEW—papers that typically are on the cutting edge of trends involving women in the academic community. (These papers are later offered for sale to the general public.)

Past papers include:

- the first nationally distributed paper on sexual harassment in academe;
- the first comprehensive analysis of Title IX and discrimination against women in intercollegiate athletics and sports;
- the first paper on campus gang rape;
- the first comprehensive analysis of ways in which students are often treated differently in the classroom;
- a 15-paper series to help institutions recruit and retain older women students; and
- a comprehensive paper on academic mentoring for women students and faculty.

Take advantage of this

SPECIAL OFFER

Subscribe to ON CAMPUS WITH WOMEN at these reduced introductory rates, and receive "Campus Climate" at no extra charge.

Our newsletter and papers identify new issues and often provide 100 or more usable solutions—ones that you may want to explore on your campus. These valuable resources are available to you at a specially discounted rate when purchased with *The Campus Climate Revisited.* Order before February 1, 1987, and pay only $15 (individuals or women's programs) or $25 (institutions) for a year of ON CAMPUS WITH WOMEN and receive *The Campus Climate Revisited* FREE OF CHARGE!

Subscriptions placed after February 1 are the regular rate of $20 for individuals and women's programs, and $28 for institutions. (Foreign subscribers please add $7 per subscription for extra postage outside the United States, its possessions and Canada.)

ORDER FORM

- ___ Please send me "Campus Climate" only. I am enclosing a check for $5.00.
- ___ I want to subscribe to ON CAMPUS WITH WOMEN at the special introductory rate of $15.00 (individual) or $25.00 (institution). I will receive "Campus Climate" FREE.

Name______________________________
Address____________________________
____
City________________State__________Zip Code__________

Checks payable to: AAC/PSEW. Return to AAC/PSEW,
1818 R St., NW, Washington, D.C. 20009.
Orders must be prepaid.

CAN A WOMAN BE ONE OF THE BOYS?

- Do you wonder why women on your campus don't seem to be advancing so fast or so far?
- Are you on a tenure committee and want to ensure that women are judged fairly?
- Are you a university administrator who is concerned that you have few female colleagues?
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The Campus Climate Revisited answers the question, "Can a woman be one of the boys?" and discusses other topics such as attractiveness and sexuality, humor ("Why can't a woman take a joke like a man?"), communication styles, devaluation, and the confusion of professional and social roles.

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The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students is available for $5.00 from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. Checks should be made payable to AAC/PSEW.

- -

I would like ______ copy(ies) of **The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students** at $5.00 each, **prepaid.** Checks should be payable to AAC/PSEW. Bulk rates are available: 15–99 copies are $3.50 each (30 percent discount); 100+ copies are $2.50 each (50 percent discount).

Name ____

Address ____

City ______________________________ State ________ Zip Code __________

A free list of PSEW publications will accompany your order. (If you want a free publications list only, please send a stamped, self-addressed envelope). Return to: Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009

Can A Woman Be One of the Boys?

Not readily, according to ***The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students,*** a new paper examining the problems and concerns that academic women face, and offering specific suggestions for improving the campus climate for women.

Published by the Project on the Status and Education of Women of the Association of American Colleges, ***The Campus Climate Revisited*** includes startling examples from the lives of women working and studying on campus and offers nearly 100 recommendations, workshop ideas, a self-evaluation checklist, and an extensive list of resources.

Order your copy for only $5.00. Send check payable to AAC/PSEW
to AAC, Box C, 1818 R Street, N.W., Washington, D.C. 20009.
All orders must be prepaid.

Chronicle of Higher Education
Nov. 12 + 19th, 1986

APPENDIX H

DEPARTMENT OF EDUCATION
GRANTS AND CONTRACTS SERVICE
WASHINGTON, D.C. 20202
NOTIFICATION OF GRANT AWARD

1. NAME AND ADDRESS OF INSTITUTION:

ASSOC OF AMERICAN COLLEGES
1818 R ST NW
WASHINGTON, DC 20009

98

2. MAKE CHECKS PAYABLE TO:

SAME AS ABOVE

3. PROPOSAL TITLE:

FIPSE (IMPROVING THE CLIMATE FOR WOMEN FACULTY, ADMINISTRATORS AND GRADUATE STUDENTS IN HIGHER EDUCATION) DTD 031885

4. AMOUNT OF AWARD:
NO CHANGE

5. PERIOD OF AWARD
FROM 10/01/85 THROUGH 12/31/86

6. GRANT NUMBER: G008541044

7A. CRS ENTITY #: 1-530196553-A1

7B. DOCUMENT #: G008541044

7C. PROJECT NUMBER: 116BH50256

8A. GRANT AWARD IS REVISION #01

8B. PAYMENT METHOD:
EDPMIS

9. SCOPE OF WORK AND/OR SPECIAL CONDITIONS:

A. THIS REVISION IS ISSUED TO CHANGE THE END DATE OF THE CURRENT BUDGET PERIOD TO 12/31/86 IN ACCORDANCE WITH THE GRANTEE'S REQUEST DATED 05-22-86. THE DURATION OF THE PROJECT IS CHANGED TO 15 MONTHS.

B. NO ADDITIONAL FUNDS ARE PROVIDED BY THIS REVISION.

C. THE CUMULATIVE GRANT TOTAL IS $63,169.

D. REVISED SPECIAL GRANT TERMS AND CONDITIONS, IF ANY, ARE INCORPORATED AS ATTACHMENT(S) ABC.

E. ALL OTHER TERMS AND CONDITIONS REMAIN THE SAME.

10. GRANT AUTHORITY: EDUCATION AMENDMENTS OF 1972 P.L. 92-318
CFDA: 84.116C

APPROPRIATION	APPROPRIATION-CODE	FY & CAN	OBJECT CLASS	AMOUNT
9150201	212	85 E003100	4145	NO CHANGE

RECORD TYPE = 7

NEGOTIATOR'S NAME:
FELICIA LYNCH
85212

NEGOTIATOR'S PHONE NUMBER: 202-245-8091

82

11. NAME OF GRANTS OFFICER
GLENN RILEY

SIGNATURE OF AUTHORIZED GOVERNMENT OFFICIAL:

12. DATE:
19

Project on the Status and Education of WOMEN

[illegible]

May 22, 1986

Felicia Lynch
FIPSE
Room 3100
7th and D Streets, S.W.
Washington, D.C. 20202

Dear Ms. Lynch:

Per our telephone conversation today, I am writing to request a three-month, no-cost extention for our project for improving the climate for women faculty, administrators and graduate students in higher education (Grant Number G008541044, Project Number 116BH50256). The current period of award ends September 30, 1986. We would like to extend the project through December 31, 1986.

We project that the research and writing will be completed in August, and that the evaluation process will be completed by the end of September. The extension period will be used for production and mailing, with the final report being finished by the end of December.

We project that approximately $1,000 in salary and benefits will be carried over into the last three months of the grant, and that the following production and mailing expenses will be incurred in the proposed extension period as well:

$1,550	postage and mailing
6,620	printing and duplication
1,525	typesetting service
$9,695	production and mailing costs

In addition, we will have a balance of $971 in line item 3 (travel), which we would like to use to cover additional staff time on this project. Staff costs beyond this amount will be covered by our general support grants and not charged to this project.

Thank you for your consideration of this request. I look forward to hearing from you in the near future.

Sincerely,

Mary De Mouy
Associate Director for Administration

APPENDIX I

UNIVERSITY OF VIRGINIA
Office of the Dean of Students

PEABODY HALL
TEL. 804-924-7133

9th December, 1986

Mr. John W. Chandler
President
Association of American Colleges
1818 R Street, N.W.
WASHINGTON D.C. 20009

Dear Mr. Chandler

I so much appreciate your sending a copy of the latest publication from the Project on the Status and Education of Women sponsored by the Association of American Colleges. The Campus Climate report is well done, timely, and, clearly, will be helpful for those of us at the University of Virginia.

The President has recently appointed a task force to study the status of women at the University. So much of what has been done and recommended in this report will prove useful, not only to members of the task force, but to University administration and faculty.

Thank you again for sending this publication on to me. I look forward to additional information coming from this work.

Sincerely

Sybil R. Todd

Sybil R. Todd
Associate Dean of Students

SRT:HPP

REC 1986

P. O. BOX 708 NEWCOMB HALL STATION, CHARLOTTESVILLE, VA 22901

Luther
Northwestern
Theological Seminary

November 20, 1986

Dr. John W. Chandler, President
Association of American Colleges
1818 R Street, N.W.
Washington, DC 20009

Dear Dr. Chandler:

Thank you for sending me a copy of The Campus Climate Revisited . . . I left liberal arts education 12½ years ago. Prior to that, however, I was involved in liberal arts administration. One of the happiest things which occurred in that very brief tenure was the fact that we were able to bring faculty salaries for women into line with faculty salaries for men and begin promotion so that faculty women could expect promotion at the same time as faculty men, dependent on academic degrees, length of experience, and other evidences of a professional nature. I don't know what is awaiting me yet as I prepare to go to Augustana College but clearly the issue of not only women on faculty and staff but also women in the student body will be a large question which I cannot help but believe we are going to have to confront in some new ways.

With appreciation.

Sincerely,

Lloyd Svendsbye

LS/jm

2481 Como Avenue
Saint Paul, Minnesota 55108
(612) 641-3456

golden letters file

State of New Jersey
DEPARTMENT OF HIGHER EDUCATION
225 WEST STATE STREET
CN 542
TRENTON, NEW JERSEY 08625

March 25, 1987

Dr. Bernice R. Sandler
Executive Director
Project on the Status and
Education of Women
Association of American Colleges
1818 R Street, N.W.
Washington, DC 20009

Dear Dr. Sandler:

I am writing to thank you for speaking on "The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Students," on March 23, at the Princeton Forrestal office of the New Jersey Department of Higher Education. Your expertise in the field is nationally recognized, and all of us are privileged to have had the opportunity to hear you and to ask you questions.

Because you are in a position to know of the most progressive programs for women in higher education, it was especially gratifying to hear your praise for our initiative in The New Jersey Project: Integrating the Scholarship on Gender. Your earlier visits to New Jersey helped warm the climate of support for this kind of curriculum change.

Thank you again for appearing in our Chancellor's Seminar Series.

Cordially,

Ed

Edward D. Goldberg, Ph.D.
Assistant Chancellor for
Academic Affairs

New Jersey Is An Equal Opportunity Employer

Westchester Community College

December 2, 1986

John W. Chandler
President
Association of American Colleges
1818 R Street, N.W.
Washington, D.C. 20009

Dear Mr. Chandler:

Thank you for sending a copy of The Campus Climate Revisited. It is extremely well done and I am circulating it to our Ad Hoc Womens Committee. Moreover, I am calling it to the attention of my graduate class at Columbia University since it is a topic which I discussed the very week before receiving the report.

Continued best wishes in your work.

Sincerely yours,

Joseph N. Hankin
President

JNH/vc

RECEIVED DEC 5 1986

Valhalla N.Y. 10595 (914) 285-6600 ■ Sponsored by Westchester County under the program of the State University of New York

The University of Wisconsin System
Office of Women and Equal Opportunity Programs
1802 Van Hise Hall, 1220 Linden Drive
Madison, Wisconsin 53706
(608) 262-6404

golden letters

~~[illegible]~~

November 24, 1986

Dr. Bernice R. Sandler
Association of American Colleges
Project on the Status and Education of Women
1818 R Street, NW
Washington, D.C. 20009

Dear Bunny:

I spent a leisurely Saturday morning reading your publication, "The Campus Climate Revisited: Chilly for Women Faculty, Administrators and Graduate Students." I read it word for word, cover to cover along with your fall issue of "On Campus with Women." I also noted at least 25 publications to order from your list of resources.

As always, your work is excellent. I plan to order many copies of the campus climate paper for distribution to our Board of Regents and to use as a background reading paper to conferences my office plans to sponsor with the Undergraduate Improvement Office in the system.

Someone asked me recently, "How have you managed to survive these many years directing a higher education office for women?" It is a matter of persistance, commitment, self-assurance and patience. We are continuing to inch forward in Wisconsin, if ever so slowly.

I have seen six presidents, including acting presidents, come and go since I have been directing the office. Our seventh president, Kenneth Shaw, is without doubt the most understanding and supportive of all presidents as concerns the status of women and minorities. We most recently went through a rather long study on the future of the University of Wisconsin System. Two of the papers I submitted dealt with women and the future of the university and child care. Copies of those papers which have now been adopted are enclosed. My principle job for the next year will be the administrative responsibilities associated with the implementation of the resolutions. As the result of all of our efforts, I expect the strides women make in higher education will be much greater in the next five to ten years than they have been in the past five or ten years. I look forward to a great celebration of all of our efforts one day.

Sincerely,

Marian Swoboda
Assistant to the President

MJS:pmo

FEB 17 1987

The Campus Climate Revisited:
Chilly for Women Faculty, Administrators, and Graduate Students

Evaluation Questionnaire

Could you take a few minutes to provide the Project with some feedback regarding how useful this paper is for you and your institution? Please complete this questionnaire and send it to us in the enclosed, postage-paid envelope by DECEMBER 1, 1986.

1. Which of the following have you done, or do you plan to do, regarding the campus climate as a result of reading this paper? (Respond to all that apply.)

a. ✓ EDUCATE FACULTY, ADMINISTRATORS, STUDENT SERVICES, AND OTHER STAFF, on climate issues by means such as meetings, workshops, seminars, orientation, and training.
b. ✓ EDUCATE STUDENTS on these issues.
c. ✓ EDUCATE MYSELF on these issues, and change my own behavior.
d. ___ SET UP A COMMITTEE, OR UNDERTAKE A SURVEY to study these issues.
e. ___ CHANGE RECRUITING, HIRING, OR MERIT EVALUATION CRITERIA to include these concerns.
f. ___ Add these issues to EVALUATIONS OF FACULTY AND ADMINISTRATORS.
g. ✓ EVALUATE GRADUATE STUDENT PROGRAMS AND SERVICES with a focus on climate issues.
h. ___ ESTABLISH A GRIEVANCE PROCEDURE OR OTHER PROCESS for identifying and resolving climate problems at the student and faculty levels.
i. ✓ PROVIDE STUDENTS, ~~FACULTY,~~ AND ~~STAFF WITH CHECK~~LISTS OR OTHER AIDS to identify and change behavior which makes the climate chilly for women.
j. ___ PUBLICIZE climate issues through the student newspaper, flyers, etc.
k. ✓ ISSUE AND DISTRIBUTE A POLICY STATEMENT on the issues.
l. ___ INITIATE OR PROMOTE RESEARCH on campus climate issues.
m. ___ DISCUSS THE ISSUES IN SPEECHES OR IN THE CLASSROOM.
n. ___ FORM AN INFORMATION-SHARING NETWORK with other organizations or institutions on climate issues.
o. ___ OFFER AWARDS OR PRIZES for improvement in the campus climate.
p. ___ DISCUSS THE ISSUES INFORMALLY with friends and colleagues.
q. ___ CIRCULATE the Project's paper to others.
r. ✓ OTHER. Please specify. [illegible] ....
s. ___ NONE. Please explain why..

2. What do you think will be the long-range benefits of these and other actions to improve the campus climate? (Respond to all that apply.)

a. ✓ INCREASED FACULTY AND ADMINISTRATOR AWARENESS of the issues.
b. ✓ INCREASED STUDENT AWARENESS of the issues.
c. ✓ IMPROVED CLIMATE for graduate students, especially female students.
d. ✓ IMPROVED RETENTION AND RECRUITMENT of graduate women students.
e. ✓ MORE FEMALE STUDENTS ENTERING "TRADITIONALLY MALE" FIELDS.
f. ✓ INCREASED PARTICIPATION BY WOMEN in leadership and out-of-class activities.
g. ✓ IMPROVED CLIMATE for women faculty and administrators.
h. ✓ IMPROVED RECRUITING, HIRING AND PROMOTION of women faculty and administrators.
i. ✓ BETTER RELATIONSHIPS between the sexes on campus and in the workforce.
j. ___ OTHER. Please specify..
k. ___ NONE. Please explain why you believe there will be no long-range benefits........
....

3. What related issues should be discussed in future papers? (Respond to all that apply.)
a. [✓] THE TREATMENT OF WOMEN STUDENTS BY MALE PEERS.
b. ___ THE TREATMENT OF WOMEN FACULTY BY MALE AND FEMALE STUDENTS.
c. ___ OTHER. Please specify..
d. ___ NONE. Please explain..

4. Did you find the paper to be clear, well-organized, and easy to understand?
a. [✓] Yes.
b. ___ It could be improved by....................Thank you!..........................
....

5. If you found any factual errors or misleading statements in the paper, please identify them (indicating the page number of the error or misstatement and the correct information if possible). Use an additional sheet of paper if necessary.

6. Please provide any additional comments or criticisms. (Use an additional sheet of paper if necessary.)

7. What is your primary identification? (Check one.)
a. ___ College president or other administrator?
Specify title ____________________
b. ___ College faculty member, lecturer, professor?
Specify rank ____________________
c. ___ Student services staff?
d. ___ Undergraduate student?
e. [✓] Graduate student?
f. [✓] Other. Please specify [illegible] (N-4cc)

Please return this questionnaire in the enclosed, postage-paid envelope, to the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009.

Once again, thank you for your help.

(Additional copies of The Campus Climate Revisited are available for $5.00 each, prepaid, from the Project. Bulk rates are also available.)

JAN 14 1987

The Campus Climate Revisited:
Chilly for Women Faculty, Administrators, and Graduate Students

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b. ___ EDUCATE STUDENTS on these issues.
c. ___ EDUCATE MYSELF on these issues, and change my own behavior.
d. ___ SET UP A COMMITTEE, OR UNDERTAKE A SURVEY to study these issues.
e. ✓ CHANGE RECRUITING, HIRING, OR MERIT EVALUATION CRITERIA to include these concerns.
f. ___ Add these issues to EVALUATIONS OF FACULTY AND ADMINISTRATORS.
g. ___ EVALUATE GRADUATE STUDENT PROGRAMS AND SERVICES with a focus on climate issues.
h. ___ ESTABLISH A GRIEVANCE PROCEDURE OR OTHER PROCESS for identifying and resolving climate problems at the student and faculty levels.
i. ___ PROVIDE STUDENTS, FACULTY, AND STAFF WITH CHECKLISTS OR OTHER AIDS to identify and change behavior which makes the climate chilly for women.
j. ___ PUBLICIZE climate issues through the student newspaper, flyers, etc.
k. ___ ISSUE AND DISTRIBUTE A POLICY STATEMENT on the issues.
l. ___ INITIATE OR PROMOTE RESEARCH on campus climate issues.
m. ✓ DISCUSS THE ISSUES IN SPEECHES OR IN THE CLASSROOM.
n. ___ FORM AN INFORMATION-SHARING NETWORK with other organizations or institutions on climate issues.
o. ___ OFFER AWARDS OR PRIZES for improvement in the campus climate.
p. ✓ DISCUSS THE ISSUES INFORMALLY with friends and colleagues.
q. ✓ CIRCULATE the Project's paper to others.
r. ___ OTHER. Please specify.......[illegible]......
s. ___ NONE. Please explain why.......[illegible]......

2. What do you think will be the long-range benefits of these and other actions to improve the campus climate? (Respond to all that apply.)

a. ✓ INCREASED FACULTY AND ADMINISTRATOR AWARENESS of the issues.
b. ✓ INCREASED STUDENT AWARENESS of the issues.
c. ✓ IMPROVED CLIMATE for graduate students, especially female students.
d. ✓ IMPROVED RETENTION AND RECRUITMENT of graduate women students.
e. ___ MORE FEMALE STUDENTS ENTERING "TRADITIONALLY MALE" FIELDS.
f. ___ INCREASED PARTICIPATION BY WOMEN in leadership and out-of-class activities.
g. ✓ IMPROVED CLIMATE for women faculty and administrators.
h. ✓ IMPROVED RECRUITING, HIRING AND PROMOTION of women faculty and administrators.
i. ✓ BETTER RELATIONSHIPS between the sexes on campus and in the workforce.
j. ___ OTHER. Please specify..
k. ___ NONE. Please explain why you believe there will be no long-range benefits........
....

3. What related issues should be discussed in future papers? (Respond to all that apply.)

a. ___ THE TREATMENT OF WOMEN STUDENTS BY MALE PEERS.
b. ___ THE TREATMENT OF WOMEN FACULTY BY MALE AND FEMALE STUDENTS. including in student evals of faculty
c. ___ OTHER. Please specify..
d. ___ NONE. Please explain..

4. Did you find the paper to be clear, well-organized, and easy to understand?

a. ___ Yes.
b. ___ It could be improved by..
....

5. If you found any factual errors or misleading statements in the paper, please identify them (indicating the page number of the error or misstatement and the correct information if possible). Use an additional sheet of paper if necessary.

6. Please provide any additional comments or criticisms. (Use an additional sheet of paper if necessary.)

7. What is your primary identification? (Check one.)

a. ___ College president or other administrator?
Specify title ________________
b. ___ College faculty member, lecturer, professor?
Specify rank ________________
c. ___ Student services staff?
d. ___ Undergraduate student?
e. ___ Graduate student?
f. ___ Other. Please specify Graduate faculty / Curric. consultant

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b. ___ EDUCATE STUDENTS on these issues.
c. ___ EDUCATE MYSELF on these issues, and change my own behavior.
d. ___ SET UP A COMMITTEE, OR UNDERTAKE A SURVEY to study these issues.
e. ___ CHANGE RECRUITING, HIRING, OR MERIT EVALUATION CRITERIA to include these concerns.
f. ___ Add these issues to EVALUATIONS OF FACULTY AND ADMINISTRATORS.
g. ___ EVALUATE GRADUATE STUDENT PROGRAMS AND SERVICES with a focus on climate issues.
h. ___ ESTABLISH A GRIEVANCE PROCEDURE OR OTHER PROCESS for identifying and resolving climate problems at the student and faculty levels.
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o. ___ OFFER AWARDS OR PRIZES for improvement in the campus climate.
p. ___ DISCUSS THE ISSUES INFORMALLY with friends and colleagues.
q. ___ CIRCULATE the Project's paper to others.
r. ___ OTHER. Please specify..
s. ___ NONE. Please explain why..

2. What do you think will be the long-range benefits of these and other actions to improve the campus climate? (Respond to all that apply.)

a. ___ INCREASED FACULTY AND ADMINISTRATOR AWARENESS of the issues.
b. ___ INCREASED STUDENT AWARENESS of the issues.
c. ___ IMPROVED CLIMATE for graduate students, especially female students.
d. ___ IMPROVED RETENTION AND RECRUITMENT of graduate women students.
e. ___ MORE FEMALE STUDENTS ENTERING "TRADITIONALLY MALE" FIELDS.
f. ___ INCREASED PARTICIPATION BY WOMEN in leadership and out-of-class activities.
g. ___ IMPROVED CLIMATE for women faculty and administrators.
h. ___ IMPROVED RECRUITING, HIRING AND PROMOTION of women faculty and administrators.
i. ___ BETTER RELATIONSHIPS between the sexes on campus and in the workforce.
j. ___ OTHER. Please specify..
k. ___ NONE. Please explain why you believe there will be no long-range benefits........
....

3. What related issues should be discussed in future papers? (Respond to all that apply.)
a. ___ THE TREATMENT OF WOMEN STUDENTS BY MALE PEERS.
b. ___ THE TREATMENT OF WOMEN FACULTY BY MALE AND FEMALE STUDENTS.
c. ___ OTHER. Please specify...
d. ___ NONE. Please explain...

4. Did you find the paper to be clear, well-organized, and easy to understand?
a. ___ Yes.
b. ___ It could be improved by..
....

5. If you found any factual errors or misleading statements in the paper, please identify them (indicating the page number of the error or misstatement and the correct information if possible). Use an additional sheet of paper if necessary.

6. Please provide any additional comments or criticisms. (Use an additional sheet of paper if necessary.)

7. What is your primary identification? (Check one.)
a. ___ College president or other administrator?
Specify title ______________________________
b. ___ College faculty member, lecturer, professor?
Specify rank ______________________________
c. ___ Student services staff?
d. ___ Undergraduate student?
e. ___ Graduate student?
f. ___ Other. Please specify ______________________________

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→ Do you mean (I hope) that male faculty's salary raises should be determined in part by their success in integrating their depts. by sex and race?
That's AA with teeth.

The Campus Climate Revisited:
Chilly for Women Faculty, Administrators, and Graduate Students

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b. ___ EDUCATE STUDENTS on these issues.
c. ___ EDUCATE MYSELF on these issues, and change my own behavior.
d. ___ SET UP A COMMITTEE, OR UNDERTAKE A SURVEY to study these issues.
e. _✗_ CHANGE RECRUITING, HIRING, OR MERIT EVALUATION CRITERIA to include these concerns.
f. ___ Add these issues to EVALUATIONS OF FACULTY AND ADMINISTRATORS.
g. ___ EVALUATE GRADUATE STUDENT PROGRAMS AND SERVICES with a focus on climate issues.
h. ___ ESTABLISH A GRIEVANCE PROCEDURE OR OTHER PROCESS for identifying and resolving climate problems at the student and faculty levels.
i. ___ PROVIDE STUDENTS, FACULTY, AND STAFF WITH CHECKLISTS OR OTHER AIDS to identify and change behavior which makes the climate chilly for women.
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n. ___ FORM AN INFORMATION-SHARING NETWORK with other organizations or institutions on climate issues.
o. ___ OFFER AWARDS OR PRIZES for improvement in the campus climate.
p. ___ DISCUSS THE ISSUES INFORMALLY with friends and colleagues.
q. _✓_ CIRCULATE the Project's paper to others.
r. ___ OTHER. Please specify... We need all of the above here.
s. ___ NONE. Please explain why..

2. What do you think will be the long-range benefits of these and other actions to improve the campus climate? (Respond to all that apply.)

a. _✓_ INCREASED FACULTY AND ADMINISTRATOR AWARENESS of the issues.
b. _✓_ INCREASED STUDENT AWARENESS of the issues.
c. _✓_ IMPROVED CLIMATE for graduate students, especially female students.
d. _✓_ IMPROVED RETENTION AND RECRUITMENT of graduate women students.
e. _✓_ MORE FEMALE STUDENTS ENTERING "TRADITIONALLY MALE" FIELDS.
f. _ _ INCREASED PARTICIPATION BY WOMEN in leadership and out-of-class activities. (Perhaps indirectly
g. _✓_ IMPROVED CLIMATE for women faculty and administrators.
h. _✓_ IMPROVED RECRUITING, HIRING AND PROMOTION of women faculty and administrators.
i. _✓_ BETTER RELATIONSHIPS between the sexes on campus and in the workforce.
j. _✓_ OTHER. Please specify..
k. ___ NONE. Please explain why you believe there will be no long-range benefits........
....

3. What related issues should be discussed in future papers? (Respond to all that apply.)

a. ___ THE TREATMENT OF WOMEN STUDENTS BY MALE PEERS.
b. ___ THE TREATMENT OF WOMEN FACULTY BY MALE AND FEMALE STUDENTS.
c. ___ OTHER. Please specify........This paper should be circulated widely
d. ___ NONE. Please explain........And discussed at [illegible] at all........

4. Did you find the paper to be clear, well-organized, and easy to understand?

a. ✓ Yes.
b. ___ It could be improved by..
....

5. If you found any factual errors or misleading statements in the paper, please identify them (indicating the page number of the error or misstatement and the correct information if possible). Use an additional sheet of paper if necessary.

[illegible] summary of much info. I didn't find any [illegible] generalizations.

6. Please provide any additional comments or criticisms. (Use an additional sheet of paper if necessary.)

(1) Especially useful to remind us that women administrators need support from below.
(2) My only disappointment was that you didn't cite my work. But, hey, you cited lots of other good stuff.

7. What is your primary identification? (Check one.)

a. ___ College president or other administrator?
Specify title ______________________
b. ✓ College faculty member, lecturer, professor?
Specify rank Associate professor with (at last) tenure
c. ___ Student services staff?
d. ___ Undergraduate student?
e. ___ Graduate student?
f. ___ Other. Please specify also activist

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e. ✓ CHANGE RECRUITING, HIRING, OR MERIT EVALUATION CRITERIA to include these concerns.
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o. ___ OFFER AWARDS OR PRIZES for improvement in the campus climate.
p. ✓ DISCUSS THE ISSUES INFORMALLY with friends and colleagues.
q. ___ CIRCULATE the Project's paper to others.
r. ✓ OTHER. Please specify Suggest program to Faculty Women's Commission
s. ___ NONE. Please explain why..

2. What do you think will be the long-range benefits of these and other actions to improve the campus climate? (Respond to all that apply.)

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f. ✓ INCREASED PARTICIPATION BY WOMEN in leadership and out-of-class activities.
g. ✓ IMPROVED CLIMATE for women faculty and administrators.
h. ✓ IMPROVED RECRUITING, HIRING AND PROMOTION of women faculty and administrators.
i. ✓ BETTER RELATIONSHIPS between the sexes on campus and in the workforce.
j. ___ OTHER. Please specify..
k. ___ NONE. Please explain why you believe there will be no long-range benefits........
....

3. What related issues should be discussed in future papers? (Respond to all that apply.)

a. ✓ THE TREATMENT OF WOMEN STUDENTS BY MALE PEERS.
b. ✓ THE TREATMENT OF WOMEN FACULTY BY MALE AND FEMALE STUDENTS.
c. ___ OTHER. Please specify..
d. ___ NONE. Please explain..

4. Did you find the paper to be clear, well-organized, and easy to understand?

a. ✓ Yes.
b. ___ It could be improved by..
....

5. If you found any factual errors or misleading statements in the paper, please identify them (indicating the page number of the error or misstatement and the correct information if possible). Use an additional sheet of paper if necessary.

6. Please provide any additional comments or criticisms. (Use an additional sheet of paper if necessary.)

It is terrific! My only criticism is the price.

7. What is your primary identification? (Check one.)

a. ✓ College president or other administrator?
Specify title Director, Women's Studies
b. ___ College faculty member, lecturer, professor?
Specify rank ____________
c. ___ Student services staff?
d. ___ Undergraduate student?
e. ___ Graduate student?
f. ___ Other. Please specify ____________

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b. _X_ EDUCATE STUDENTS on these issues.
c. _X_ EDUCATE MYSELF on these issues, and change my own behavior.
d. ___ SET UP A COMMITTEE, OR UNDERTAKE A SURVEY to study these issues. ([illegible])
e. ___ CHANGE RECRUITING, HIRING, OR MERIT EVALUATION CRITERIA to include these concerns.
f. ___ Add these issues to EVALUATIONS OF FACULTY AND ADMINISTRATORS.
g. ___ EVALUATE GRADUATE STUDENT PROGRAMS AND SERVICES with a focus on climate issues.
h. ___ ESTABLISH A GRIEVANCE PROCEDURE OR OTHER PROCESS for identifying and resolving climate problems at the student and faculty levels.
i. ___ PROVIDE STUDENTS, FACULTY, AND STAFF WITH CHECKLISTS OR OTHER AIDS to identify and change behavior which makes the climate chilly for women.
j. ___ PUBLICIZE climate issues through the student newspaper, flyers, etc. [illegible]
k. ___ ISSUE AND DISTRIBUTE A POLICY STATEMENT on the issues. [illegible]
l. _X_ INITIATE OR PROMOTE RESEARCH on campus climate issues. [illegible]
m. _X_ DISCUSS THE ISSUES IN SPEECHES OR IN THE CLASSROOM.
n. _X_ FORM AN INFORMATION-SHARING NETWORK with other organizations or institutions on climate issues.
o. ___ OFFER AWARDS OR PRIZES for improvement in the campus climate.
p. _X_ DISCUSS THE ISSUES INFORMALLY with friends and colleagues.
q. _X_ CIRCULATE the Project's paper to others.
r. ___ OTHER. Please specify...
s. ___ NONE. Please explain why...

2. What do you think will be the long-range benefits of these and other actions to improve the campus climate? (Respond to all that apply.)

a. _X_ INCREASED FACULTY AND ADMINISTRATOR AWARENESS of the issues.
b. _X_ INCREASED STUDENT AWARENESS of the issues.
c. ___ IMPROVED CLIMATE for graduate students, especially female students.
d. ___ IMPROVED RETENTION AND RECRUITMENT of graduate women students.
e. _X_ MORE FEMALE STUDENTS ENTERING "TRADITIONALLY MALE" FIELDS.
f. ___ INCREASED PARTICIPATION BY WOMEN in leadership and out-of-class activities.
g. _X_ IMPROVED CLIMATE for women faculty and administrators.
h. _X_ IMPROVED RECRUITING, HIRING AND PROMOTION of women faculty and administrators.
i. _X_ BETTER RELATIONSHIPS between the sexes on campus and in the workforce.
j. ___ OTHER. Please specify...
k. ___ NONE. Please explain why you believe there will be no long-range benefits........
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b. ___ It could be improved by..
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6. Please provide any additional comments or criticisms. (Use an additional sheet of paper if necessary.)

[illegible] paper [illegible] "the chilly climate" [illegible]! [illegible]
[illegible]
[illegible] newsletter-
[illegible] conducted in class was printed [illegible] of the classroom
[illegible] commentary [illegible]
[illegible] campus [illegible]
informal. [illegible] been [illegible]
with [illegible] assessment.

Dear Ann,
thanks

7. What is your primary identification? (Check one.)

a. ___ College president or other administrator?
Specify title ______________________________
b. ✓ College faculty member, lecturer, professor?
Specify rank Professor, [illegible] department chair
c. ___ Student services staff?
d. ___ Undergraduate student?
e. ___ Graduate student?
f. ___ Other. Please specify ______________________________

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i. ___ BETTER RELATIONSHIPS between the sexes on campus and in the workforce.
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Specify title PRESIDENT
b. ___ College faculty member, lecturer, professor?
Specify rank ______________________
c. ___ Student services staff?
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APPENDIX J

Los Angeles Times

About Women

Most Campuses Get an A in Sexism

By JANICE MALL

"I had a man adviser," a woman graduate student said. "There was only one woman who taught in the graduate school. The whole time I never did work with any woman professors. . . . And I began to think, 'Where do I fit into the system if there are no women in it or very few?' "

The answer to her question is that she probably doesn't fit in and she may never fit in if she seeks an academic career with an American college or university. This student's comment was one of hundreds of pieces of information gathered from campuses across the country by the Project on the Status and Education of Women of the Assn. of American Colleges for its new report, "The Campus Climate for Women: Chilly for Women Faculty, Administrators and Graduate Students."

□

This report is the third in a series about women's experiences on campuses. The first two dealt with women undergraduates in and out of the classrooms, and these also found a "chilly" environment of widespread discrimination ranging from subtle trivializing of women's academic abilities and ambitions to overt sexual harassment and assault.

The new research found that women who achieve graduate degrees, professorships, advancement in university administration carry the burdens of sexism up the ladder with them. For example, in the earlier reports, a common experience among undergraduates was that women are treated differently than men. Professors call on women in class less often, listen to them less and interrupt them more. Women professors and administrators reported precisely the same phenomena in faculty and department meetings—that is if they are invited to the meetings at all. Women reported being overlooked for meetings, sometimes for formal ones, more often for the informal and social kinds of gatherings that are crucial to gaining access to the workings of an organization.

" . . . I've been in meetings with male colleagues where they literally don't hear me. I'll start to say something and a man will interrupt, and no one will even notice I've been talking."

Men commonly ignore women colleagues in both formal and informal settings, the report said, and this is not fully attributable to rudeness or sexism. A lot of campus research raises the issue of men's discomfort around women who work with them. Some men aren't good at small talk with anyone. Talking about sports is their way of getting by with other men. With women, the commonly reported problem seemed to be difficulty in dealing with women who were professional equals—women who were not necessarily supportive or dutiful, women who might disagree with them or criticize them.

"I was the first full-time woman faculty member in my department," one woman professor said. "There really was difficulty among my male colleagues in associating with a woman as a colleague. I think they literally did not know how to talk to me, and as a consequence often just did not talk to me. . . ."

The author of the report, project director Bernice Sandler, used quotations without identification by name or institution. They were all based on actual incidents and chosen as representative of frequently reported experiences.

Please see WOMEN, Page 17

Los Angeles Times

WOMEN: Most Campuses Get an A in Sexism

Continued from Page 16

While there is a general perception that passage of anti-discrimination laws and increases in the numbers of women faculty and staff have put an end to sexism on campuses, this view is belied not only by what women describe, but by the statistics: At every rank, in every field and at every institution, women still earn less than their male counterparts. Women are still concentrated in a limited number of academic fields and at lower levels. Men receive tenure more frequently than women. The hiring and promotion of women faculty and administrators has lagged far behind the enrollment of women students, who now constitute a majority of undergraduates. The higher the rank, the fewer women occupy it. The more prestigious a school or department, the fewer women it has. Women department chairs are rare; women deans are very rare.

□

These issues of pay and promotion are common to women in most fields of work. However, in addition, women with academic careers face some very deep-rooted prejudices, the most basic being that femininity and intellectual vigor are incompatible.

According to the report, women have enormous difficulties—often caused by men's attitudes—in striking a balance about how to behave and how to look. Women academics who try to look attractive, choose feminine clothes and a gentle and nurturing manner of dealing with others risk downgrading of their intellectual achievements. Many women cited an enormous focus on their appearance and personality—for example, being described in letters of recommendation or introductions as "a charming teacher" rather than a good one, a "lovely addition to our department" rather than a brilliant one. If they work with a man on a project, it is often assumed he did the serious work and/or that the two are engaged in a sexual relationship. The disrespect for the brain of a feminine woman even filters down to students, with women professors reporting that their male undergraduate students attempt to assert superiority over them.

□

Women professors or administrators whose dress or manner is not typically feminine face the other side of the coin. The report said that a male professor who dresses sloppily is usually regarded as being deeply involved in his important work, whereas a woman who is inattentive to dress is looked upon as probably being sloppy in her work as well. A masculine style in dress or behavior will bring a woman professor accusations of being aggressive and unpleasant and even—this seems peculiar to academia—accusations of homosexuality. Women also reported that working with women colleagues on scholarly activities brought a reputation or kidding about being lesbians, as if there would be no other reason for two women academics to work together.

□

One example of the disrespect accorded the academic work of women were complaints that if a woman professor was conferring with a female colleague or student in her office, male colleagues felt free to walk in and start to talk; if she was conferring with a man, those same colleagues would look in, apologize and leave.

The report concludes with extensive specific recommendations about how colleges and universities can eliminate sexist behavior in all areas and also how individual men concerned with the problem can examine and change their own behavior and how women can identify and deal with incidents of discrimination.

One woman, in describing her own feelings about being a minority in her field, provided an image that could help men understand the difficulties:

"Imagine that your lawyer, your doctor, your priest, rabbi or minister, your senator and representative, your mayor, the president of your institution, most of its trustees, almost all of the deans and most of your colleagues were all women. How would you feel?"

DEC 4 1986

Equal Opportunity in higher education

pp 3-6

54 p 8 pp

PUB

P 1

The Independent Biweekly Newsletter on Civil Rights Compliance in Higher Education

Vol. 12, No. 25 December 4, 1986

Newsmakers . . . . Page 2
Tenure Often Eludes Specialists In Women's Studies . . . . Page 3
Women's Studies Programs Adapting To Changing Times . . . . Page 3
NSF Announces New Programs To Help Women Launch Research Careers . . . Page 6
Court Half-Resolves Teacher's Religious Leave Complaint . . . . Page 7
Resources . . . . Page 8
Md. Proposal Could Ensure Jobs Or Tuition For Disadvantaged Students . Page 9
"Paving The Way" Video And Book Help Families Plan For College . . . . Page 9

OVERT BIAS WANING, BUT SUBTLE SEXISM ON CAMPUS HAMPERS WOMEN

While campus doors officially have been opened to women faculty and administrators, less visible personal and social barriers hinder professional advancement, concludes a recent report by the Association of American Colleges' (AAC) Project on the Status and Education of Women.

"We've noticed that once overt discriminatory behaviors are taken care of—many are disappearing if not disappeared—that women still don't seem to advance as far as men and many things happen in their daily life that makes it harder for them to be [treated as] colleagues," said Bernice Sandler, project director and primary author of the report.

A Nip In The Air "The Campus Climate Revisited: Chilly for Women Faculty, Administrators and Graduate Students" follows reports, released in 1982 and 1984, on the climate for women students in and out of the classroom.

The report focuses on subtle problems, most of which stem from male attitudes about women and the application of social assumptions that are inappropriate in a professional setting. Men who are not used to relating to women as colleagues sometimes ignore them, intentionally or unintentionally excluding them from professional networking or committee work, the report says. Additionally, men often refer to women colleagues in inappropriate ways, interrupt them and pay more attention to what other men say in discussions or meetings.

The AAC committee concluded that women's private lives are more likely to become an area of critical discussion than are men's, and women are often assumed to be romantically involved with professional collaborators. Collaboration between women can even draw accusations of lesbianism.

(more)

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CPI
Capitol Publications Inc

OVERT BIAS WANING, BUT SUBTLE SEXISM ON CAMPUS HAMPERS WOMEN (Cont.)

Women's accomplishments are often downgraded, and women are seen as less qualified than men who claim identical accomplishments, the report says. Additionally, it says, men often devalue women who do not adopt an aggressive, "masculine" style of management or speech.

Sandler acknowledges that entrenched sexists--men she terms "Neanderthals"--will not be reached by her report. It is aimed, rather, at "men who want to be fair to women and don't realize" that their behavior is inappropriate, she said. "In our society, there are not any clear models on how to treat professional women as colleagues."

A Matter Of Thought "Some of these issues are really subject to conscious control," Sandler added. "People are not driven by some base instinct to treat women different than other colleagues."

Institutions should ensure that grievance procedures created to deal with overt discrimination are open to women who are the victims of more subtle forms of bias, Sandler said, especially when it is particularly nasty or chronic.

However, she said, the most important thing colleges can do is to "raise awareness" in the academic community through workshops, publications and policy statements prohibiting differential treatment of women.

"That's a different kind of statement than the one that says 'We don't discriminate against women,'" Sandler said. "We don't think of that in terms of social behavior."

The report's other recommendations include instituting support services such as child care; designating a committee to study professional climate issues; ensuring that search and hiring procedures do not subtly denigrate women; collecting data on the workloads, promotions and salaries of men and women; specifically rewarding employees and departments with good records in dealing with women; and ensuring that institutional policy statements and other written materials contain no sexist language.

Copies of the report, which contains a suggested format for campus workshops and a checklist for evaluating the climate at an individual institution, are available for $5 each from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St. NW, Washington, D.C. 20009, (202)387-1300. ###

Newsmakers

President Reagan has named Rosalie Silberman vice chairman of the Equal Employment Opportunity Commission. A commissioner since 1984, Silberman had previously served as press secretary to Sen. Bob Packwood, R-Ore., and assistant to Commissioner Mimi Weyforth Dawson of the Federal Communications Commission ...

The American Association of University Women recently named Carol Stoel director of its education foundation. Stoel served in the Education Department from 1979 to 1983 as deputy director of the Fund for the Improvement of Postsecondary Education and the Minority Institutions Science Improvement Program. She has also held administrative posts at Hood College in Frederick, Md., and the University of Maryland at College Park. ###

Women Academics Still Experience Discrimination

Although the number of women students, faculty, and administrators has increased over the last 15 years, women are still treated as "not quite first-class citizens in the academic community," according to a recent report issued by the Association of American Colleges' (AAC) Project on the Status and Education of Women.

The report, written by Bernice R. Sandler, the project's director, discusses common behaviors that create a "chilly" professional climate often experienced by women in higher education.

Donna Shavlik and Judith G. Touchton, director and deputy director of the American Council on Education's (ACE) Office of Women in Higher Education, contributed to the report.

Despite improvements such as passage of antidiscrimination laws and elimination of policies and practices that once limited women's access to academe, "some things have not changed at all," Sandler writes.

For example, she says, women are still concentrated in a limited number of fields and at low levels—"the pattern for women faculty and administrators has not changed for many years," Sandler points out. The report cites the following examples:

- The higher the academic rank, the fewer the women in those ranks.
- The more prestigious the school or department, the fewer the women there.
- At all ranks and in every field and type of institution, women still earn less than their male counterparts.
- Women are less likely to receive tenure than men—47 percent of women faculty are tenured, compared to 69 percent of men.
- The rate of increase for tenured male faculty members has been greater than that for women. Between 1972 and 1981, the percentage of tenured male faculty increased by 17.7 percent, while the percentage of tenured female faculty increased by 13.4 percent.
- It is uncommon for women to be department chairs or academic deans.
- Women administrators are mostly concentrated in a few low-status areas that are traditionally seen as women's fields, such as nursing and home economics; in caretaking roles, such as student affairs and affirmation action; or in other support roles, such as admissions officer.
- The hiring and promotion of women faculty and administrators has lagged behind the enrollment of women students, who make up the majority of undergraduates and a growing share of graduate and professional students.

These problems are even more prevalent for faculty, administrators, and graduate students who are members of minority groups, the report states.

"The task of fully integrating women into the professional life of colleges and universities is an ongoing challenge," Sandler writes, "a challenge that women cannot be expected to meet alone, without the awareness and support of all members of the academic community throughout the institution."

(continued on page 8)

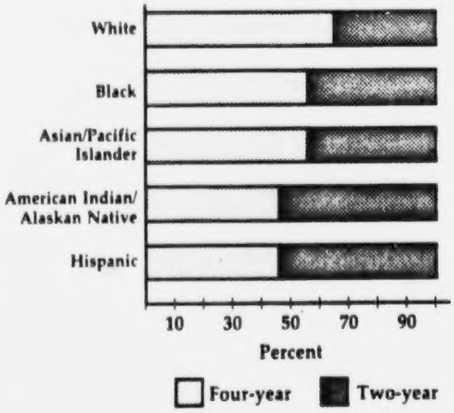
FACTS IN BRIEF

Asian Enrollment Rises, While Black Enrollment Declines

- Overall, minority enrollment in higher education increased 6 percent between 1980 and 1984, because of increases in Hispanic and Asian enrollments. During this period Hispanic enrollment increased by 12 percent and Asian/Pacific Islander enrollments increased 34 percent. Both blacks and American Indians/Alaskan Natives experienced declines (3 percent and 1 percent, respectively).
- Blacks are losing ground at almost all levels of higher education. Between 1980 and 1984, black undergraduate enrollment declined by 4 percent, while black enrollment at the graduate level fell by 12 percent.
- Although black enrollments declined nationally by 3 percent between 1980 and 1984, some states managed to increase black enrollments during that period, including Arizona, Georgia, Kansas, Minnesota, Oklahoma, and Texas.
- During the period between 1980 and 1984, Asian/Pacific Islanders made gains at all levels of higher education. For example, the number of Asian/Pacific Islanders enrolled at the first professional level increased from 6,124 in 1980 to 9,240 in 1984.
- During the period between 1980 and 1985, law school enrollments for all minority groups increased significantly. Increases for minority groups include: Asians, 31 percent; Hispanics, 22 percent; American Indians, 12 percent; and blacks, 10 percent.
- More than half of all Hispanics enrolled in higher education attended two-year institutions (54 percent).
- In 1984, minorities represented 15 percent of all four-year students and 21 percent of all two-year students.

This profile was compiled by Cecilia Ottinger, research associate in the American Council on Education's (ACE) Division of Policy Analysis and Research, based on tabulations prepared by ACE's Office of Minority Concerns (OMC). For more information, contact OMC at (202) 939-9395.

Percent of Students Enrolled by Institutional Type and Ethnicity, 1984



Source: Data are abstracted from the "Fifth Annual Status Report on Minorities in Higher Education," available from ACE, Office of Minority Concerns, One Dupont Circle, Washington, DC 20036; $6 per copy, prepaid only.

Survey: Most Foreign Students in U.S. Are Asian

Students from thriving Asian nations are the largest and fastest growing group of foreign students in the United States, according to the Institute of International Education (IIE), a private higher educational exchange agency. IIE conducts an annual census of foreign students in the United States, with grant support from the U.S. Information Agency.

Students from the People's Republic of China represented the largest increase in foreign students enrolled in U.S. colleges and universities in 1985-86—up 38.4 percent, to 13,980 students. Taiwan continued to send the largest number of students—23,770—to the United States.

Seven of the ten countries with the most students here were in East and South Asia. The 9 percent growth—to 156,830 students—in enrollment of students from these regions is in sharp contrast to declines in most other regions, notably the developing nations of Africa, Latin America, and the Middle East, according to IIE's survey.

The total number of foreign students enrolled in U.S. colleges remained steady overall at 343,777—an increase of just .5 percent over last year.

IIE pointed out that in the 1970s the foreign student population expanded 10 percent or more annually because of increasing numbers of students sent here from OPEC nations. Three OPEC countries that sent large numbers of students to the United States then—Iran, Nigeria, and Venezuela—sent substantially fewer students in 1986.

The survey also found that two-thirds of all foreign students—230,640 students—relied on family and personal funds for their chief source of support. The percentage of students who reported their U.S. school or a private organization as their primary funding source increased, while the number of students assisted by the U.S. government, foreign governments, and foreign organizations decreased from last year.

In addition, the survey found that engineering was the leading field of study for foreign students—22 percent of total enrollment—followed by business and management, mathematics and computer sciences, and physical and life sciences.

States with the largest numbers of foreign students were: California, 47,586; New York, 31,360; Texas, 26,875; Florida, 17,948; and Massachusetts, 17,652.

Institutions enrolling the most foreign students included: Miami-Dade Community College, 4,730; University of Southern California, 3,741; University of Texas at Austin, 3,132; University of Wisconsin at Madison, 2,873; and Ohio State University, 2,690.

For a copy of the report, send $29.95 to IIE, Publications Service, 809 United Nations Plaza, New York, NY 10017.

Women Academics Report Sex Bias

(continued from page 3)

To promote a more equitable professional climate for women, the report recommends that institutions take several steps, including the following:

- Issue a policy statement that makes it clear that differential treatment of professional women on campus will not be tolerated.
- Educatate board members, administrators, faculty, students, and staff about professional climate issues, including the institution's commitment to ensure equitable treatment.
- Designate a particular person or office to be responsible for efforts to ensure an equitable professional climate, and give that person direct access to top administrators, preferably the president.
- Hire more women at all levels, including top administrative ranks, and promote more women into senior and tenured positions.
- Gather data by sex, race, and age to determine if men and women at all ranks are treated equitably.
- Survey or interview faculty, administrators, and students to assess the climate for professional women on campus.
- Sponsor campus programs that address the professional climate for women.

The report includes steps for planning such campus programs, developed by ACE's Shavlik and Touchton.

Copies of "The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Graduate Students" are available for $5 each (prepaid) from the Project on the Status and Education of Women, Association of American Colleges, 1818 R St. NW, Washington, DC 20009, (202) 387-1300. Bulk rates are available.

Presidents Institute Scheduled

The Council of Independent Colleges (CIC) is sponsoring its annual Presidents Institute, for independent college presidents, in Miami Lakes, FL, Jan. 2-7.

Speakers will include John Mason, president of The Monsanto Fund, and James Fisher, immediate past president of the Council for Advancement and Support of Education, who will discuss "Presidential Assessment."

Other speakers will address legal issues, athletics, and trends in teacher education.

For more information, contact Barbara Becker at CIC, (202) 734-2190.

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